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ABSTRACT

The purpose of this instructor training course manual is to prepare people to be effective instructors of oral English as a second language to illiterate adults of Indian ancestry who are taking, or preparing to take, a basic literacy course. The contents include: "Introduction," which looks at program objectives, a model of the course, terminal behaviors, and instructional objectives; (2) "Outline Notes for Proposed Topics," which discusses the nature of language, traditional Indian culture, the sound system of English, adult learners, what grammar is, learning a language, TESL, sentence patterns, English sounds, dialogue teaching, visual materials, informal oral language activities, comprehension activities, and evaluating students' progress; (3) "Learning Activities" which lists specific activities for the student to complete; (4) "List of References for Learning Activities," which contains the suggested materials to be used with the learning activities; (5) "Work Cards," which are specific learning activities to be completed by the student; (6) "Equipment for the Instructor's Course," which lists the equipment the instructor will need; and (7) "Practical Placement Instrument," which discusses decisions the instructor needs to make, rating oral language, and student interviews. (WR)

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F L U E N C Y F I R S T

Instructor Training Course

by Dana Mullen

Training Research and Development Station
Department of Manpower and Immigration
Prince Albert, Saskatchewan, Canada

CS 200 681

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INTRODUCTION

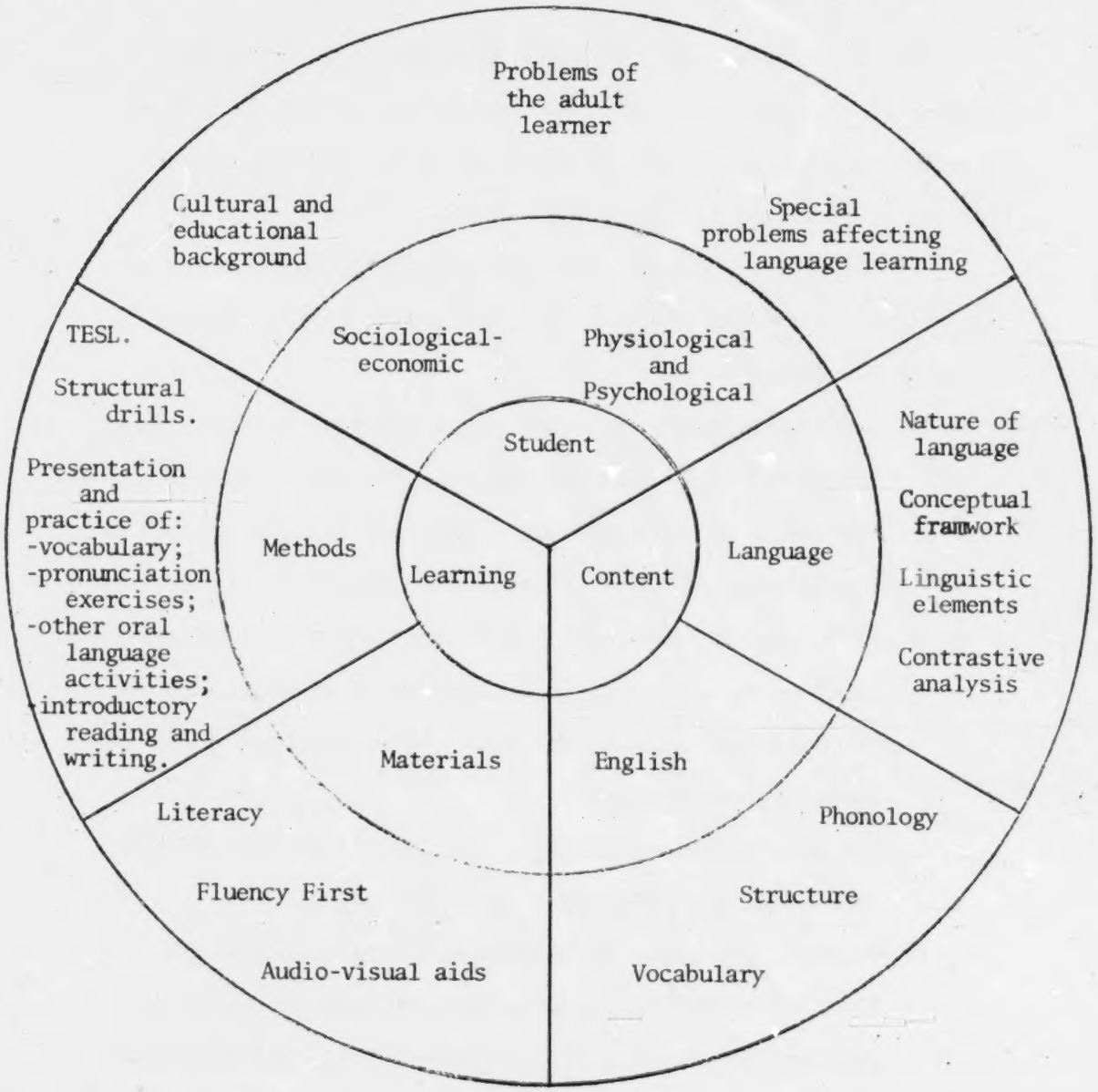
PROGRAM OBJECTIVES

This is a course plan for training people to be effective Fluency First instructors, that is, instructors of oral English as a second language to illiterate adults of Indian ancestry who are taking, or preparing to take, a basic literacy course.

The prospective Fluency First instructor will become prepared to instruct illiterate adults of Indian ancestry in oral English as a second language by:

1. developing an understanding of the cultural and educational background of many adults living in the rural north of Canada;
2. developing an understanding of the need for oral mastery of the language of instruction as a pre-requisite to success in basic literacy and upgrading courses, and of the special problems of adult illiterate learners of a second language;
3. becoming familiar with the basic characteristics of English phonology and structure;
4. becoming familiar with the principles and methods of TESL (the teaching of English as a second language);
5. becoming proficient in techniques for presentation and practice of vocabulary, structure, and pronunciation, as required for use in a Fluency First course, and in methods for preparing Fluency First students to read and write the language they have learned orally.

Model of the Fluency First Instructor Training Course



TERMINAL BEHAVIOURS

The prospective Fluency First instructor will:

1. describe the nature of language, with particular reference to its position as the central feature of culture in any social community;
2. describe the implications for second language learning of the cultural background of Fluency First students, as well as of their personal characteristics as illiterate adult learners;
3. demonstrate the correct production of all the sounds of English as well as productive control over English intonation, stress, and rhythm;
4. produce parallel examples of English structures, given a sentence pattern, tense, or other language item as a model;
5. demonstrate the presentation and practice of structural drills, vocabulary, pronunciation exercises, and other oral language activities included in the Fluency First course;
6. describe the objectives, contents, and organization of the Fluency First program, and state the contribution he can make to the continuing development of the Fluency First program.

INSTRUCTIONAL OBJECTIVES

1. The nature of language

The prospective Fluency First instructor will:

a. define language, including its dual aspect as the utterances of individuals and the understood speech system of a whole language community;
b. explain in simple terms the constituent language elements of sound system, structure system (grammar), and vocabulary;
c. explain, with examples from Indian languages and English (or his own language) the notion that languages are constructed in different ways and represent different conceptual frameworks;
d. define frequently used terminology about language such as: mother tongue, second language, medium of instruction, primary and secondary language skills;
e. state reasons, based on the notion that spoken language is primary, for the need to give instruction in oral English before literacy training.

2. Fluency First Students

The prospective Fluency First instructor will:

a. identify the physiological and psychological characteristics

of [illegible] students and explain the consequent effects on their [illegible] to learn English as a second language;

b. [illegible] the main cultural and linguistic affiliations of the people of Indian ancestry in his own instructional area;

c. explain the general characteristics of the contemporary northern Indian culture in terms of the traditional economic activities, education of children, and value system, and the impact of the Euro-Canadian culture on the traditional culture;

d. identify reasons for the high degree of functional illiteracy in northern communities;

e. identify problems of cross-cultural education relevant to second language learning and literacy training;

f. state desirable instructor attitudes in a Fluency First course.

3. English phonology

The prospective Fluency First instructor will:

a. say the English sounds by reading the phonemic symbols used in Fluency First;

b. demonstrate how the sounds of English are produced;

c. identify the two basic tunes of English;

d. read, correctly and rhythmically, sentences marked for intonation and stress;

e. explain, with examples from an Indian language and English, the importance and use of phonological contrastive analysis in second language teaching;

f. explain the importance of accurate recognition and production of English sounds for students taking literacy training based on a phonic approach;

g. explain the notion that sounds, not spelling, are the concern of the oral language instructor;

h. define frequently used phonological terms, such as: consonant, vowel, diphthong, consonant cluster, voiced and unvoiced consonants; initial, medial, and final positions; minimal pairs; interference; phonemic symbol, etc.

4. English structure

The prospective Fluency First instructor will:

a. describe the basic notions of English structure, such as word order, use of structure words, inflections, and their relative importance;

b. explain, by giving examples, the difference between structure words and content words;

c. given a sentence as a model, compose at least five sentences in the same structural pattern, thereby illustrating the notion of substitution;

d. define frequently used terminology related to English structure, as used in Fluency First, such as pattern, modal, phrasal verb, complement, etc.

5. Methodology

The prospective Fluency First instructor will:

a. explain what is meant by "knowing a language", referring to both receptive and productive mastery of the sound system and structure system, plus an adequate vocabulary, all applicable in the appropriate situations;
b. describe TESL (the teaching of English as a second language) in terms of the basic oral, non-translational (direct), situational, and structural principles;
c. demonstrate the presentation and practice of new vocabulary;
d. demonstrate the presentation and practice of sentence patterns;
e. identify the purpose and organization of different types of structural drills;
f. demonstrate the presentation and practice of tenses and other verb items, timing the speech and action accurately;
g. demonstrate the presentation, practice, and application of dialogues;
h. demonstrate the presentation and practice of other informal language activities (e.g., games, riddles, stories, songs,

preparation of taped "radio" programs, etc.)

i. demonstrate the presentation and practice of English sounds, stress, rhythm and intonation;

j. use visual aids effectively during presentations and practices;

k. define language formulas, describing their purpose and use in the classroom;

l. describe ways of using pronunciation practice tapes;

m. identify desirable techniques of correcting a student's language mistakes;

n. describe ways of evaluating a student's progress in a Fluency First course.

o. demonstrate the use of the reading and writing materials that have been prepared on the BLADE model for Fluency First students.

6. The Fluency First Program

The prospective Fluency First instructor will:

a. state the objectives of the Fluency First program;

b. describe the contents and organization of the Fluency First program;

c. identify means of placing a student, to his best advantage, in the Fluency First program;

d. identify exercises in Stages I and II that can be used for remedial work with a Stage III student;

e. state the relationship between the Fluency First program and basic literacy training, as in BLADE (Basic Literacy for Adult Development);

f. state ways in which instructors can assist in the continuing development of the Fluency First program.

FLUENCY FIRST INSTRUCTOR TRAINING COURSE

Week 1.

PROPOSED SCHEDULING ARRANGEMENTS

	M	T	W	Th	F
9:00		* Overview of course --- *The Nature of Language --- Learning Activities	*"Knowing" a language --- *The Sound System of English --- Learning Activities	* Sound-symbol Instruction in BLADE --- * Sound Production --- Learning Activities	* What Grammar Is --- * Sentence Patterns and Substitution --- Learning Activities
12:00					
1:30		* Traditional Indian Culture and Culture-Clash Films --- Learning Activities	* Adult Learners --- * Literacy in the North and Description of BLADE	* The Sounds of English, #1 --- Learning Activities	* What Grammar Isn't --- Learning Activities
4:30					

* Outline notes for starred topics follow from page 14 onwards. For Learning Activities see page 107.

FLUENCY FIRST INSTRUCTOR TRAINING COURSE

Week 2.

PROPOSED SCHEDULING ARRANGEMENTS

	M	T	W	Th	F
9:00	* The Sounds of English #2: Interference --- * Learning a Language --- Learning Activities	* What is TESL? #2 (Structural Teaching) --- * Foreign Language Lesson: demonstration --- Using Videotape Equipment	* Presenting Sentence Patterns --- Practicum: Situational Demonstrations --- 	* Teaching English Sounds, #1 (Receptive) --- * Fluency First Program: Objectives and Materials --- Practicum: Sentence Pattern Presentation	* Teaching English Sounds, #2 (Productive) --- * Problems of Adult Participation and Correction --- Practicum: Sentence Pattern Presentation and Practice
12:00					
1:30	* What is TESL? #1 — Learning Activities	* Formulas — Learning Activities	* Practice of Sentence Patterns — Learning Activities	* Types of Structural Drills — Learning Activities	* Teaching of English Intonation, Stress and Rhythm — Learning Activities
4:30					

* Outline notes for starred topics follow from page 14 onwards. For Learning Activities see page 107.

FLUENCY FIRST INSTRUCTOR TRAINING COURSE

PROPOSED SCHEDULING ARRANGEMENTS

Week 3.

	M	T	W	Th	F
9:00	*Vocabulary Teaching Practicum: Pronunciation Teaching Learning Activities	* Fluency First Program: Placement of Students Practicum: Pronunciation Teaching	* Dialogues Practicum Structural Drills from Fluency First Learning Activities	* Fluency First Program Organization of a Course Practicum: Structural Drills from Fluency First Learning Activities	* Visual Materials in Situational Teaching Practicum Dialogues Learning Activities
12:00					
1:30	*Verbs in English: Timing of Speech and Action; Expression of Various Concepts. Learning Activities	* Foreign Language Demonstration of Dialogue Teaching Learning Activities	* The Instructor's Speech *Using Pronunciation Tapes Learning Activities	Group Presentations of their work on the Practical Placement Instrument. Learning Activities	* Evaluation Session ("The Pause to Consider") Learning Activities
4:30					

* Outline notes for starred topics follow from page 14 onwards. For Learning Activities see page 107.

FLUENCY FIRST INSTRUCTOR TRAINING COURSE

Week 4.

PROPOSED SCHEDULING ARRANGEMENTS

	M	T	W	Th	F
9:00	*Relationship of BLADE and Fluency First — Practicum: Dialogues — Learning Activities	* Informal Oral Language Activities — * Singing in ESL classes — Learning Activities	* Stories — Practicum: Informal Oral Language Activities — Learning Activities	* Fluency First: Field Test — Practicum: Informal Oral Language Activities — Learning Activities	* Evaluation Session, including the instructors' evaluation of this course.
12:00					
1:30	Group Presentations of their work on Remedial Referral from Stage III to Stages I and II — Learning Activities	* Evaluating the Students' Progress — Learning Activities	* The Instructor's Planning and Preparation — Learning Activities	Group Presentations on the project of Relating Fluency First to BLADE — Learning Activities	
4:30					

* Outline notes for starred topics follow from page 14 onwards.
For Learning Activities see page 107.

OUTLINE NOTES FOR PROPOSED TOPICS
(Starred items on the timetable pp. 10-13.)

OVERVIEW

1. Objectives of this course for Fluency First instructors.

2. Schedules, and other contents of the "course package".

3. Multi-mode participatory course: e.g.,
   - presentations, plus discussions and small discussion groups;
   - demonstrations of techniques;
   - practicum: trying the techniques with the help of video-tape critiques;
   - group preparation of projects;
   - individual work on exercises;
   - individual reading;
   - informal oral language activities as regular "breaks" between sessions, as in an ESL classroom.

4. Instructors responsible for their own learning.

5. Evaluation: several quizzes, as a basis for clearing up difficulties, plus instructors' self-evaluation and evaluation of the course itself.

6. Importance of the instructor in an oral language course.

I. The Nature of Language

A. Primarily, language is speech.

1. - Historically, reading and writing came late after people had been speaking for millenia.

- Millions of people still do not know how to read, but it would be ridiculous to say they did not know their own language.

- Children know their own language very well (though not completely) before they learn to read and write.

2. Speech involves both receptive and productive skills, i.e., comprehension of spoken language as well as speaking.

Listening and speaking are often referred to as primary language skills; reading and writing as secondary.

B. Language has a dual aspect:

1. individual utterances,

2. cultural vehicle: the primary characteristic of a cultural community: the means by which the people of a group communicate with one another. Therefore, each language is the cultural group's expression of its world-view -- the way it conceives things to be.

C. Words are symbols for real things and situations, and different peoples have different symbols, as well as different ways of symbolizing, i.e., a certain creature is in no way changed by being called rabbit in one language and lapin in another.

Languages are different as groups of people are different. We cannot assume that another person's language is going to work in the same way ours does.

Useful categories of examples: (There are many over-simplifications here.)

1. Number: English - singular and plural
   Arabic - singular, dual, and more-than-two plural
   English - add something to singular to make plural
   Malay - use a certain "classifier"
   ... etc.

2. Gender: English - masc., fem., neuter; not very important except for pronouns and adjectives
   French - masc., fem., important for nouns as well as pronouns and adjectives
   Cree - animate and inanimate; sex differentiation not so important for pronouns.
   ...etc.

3. Person - English - 3 persons
   Cree - 4 persons

4. Expression of time - English - tense is important
   Navajo - aspect is more important

5. Structure - In many Indian languages, "It is red" would be more like "It reds." (see more examples under "What Grammar Is")

6. Concept - English - many ways of expressing causation and compulsion;
Navajo - compulsion so awkward to express that "I made my wife sing" becomes "Even though my wife did not want to do so, she sang when I told her to sing."

... etc.

(This section is important because it has a bearing on avoiding translation methods and on appreciating the differing conceptual frameworks that speakers of different languages have.)

No language is "better than" another language, though one may seem to express certain concepts more easily than another (because that concept is characteristic of that cultural group).

D. Languages can be described according to sound (phonology), structure (grammar), and vocabulary.

Every person learns all this for his own language (some better than others).

Examples:

1. Languages have different sounds and use them in different ways.

   a. --German and Arabic gutturals; also Chipewyan
   --Amharic explosives

- Zulu clicks
- Chinese tones
- English th sounds relatively rare in the world.

b. - ng in sing = easy for an English speaker;
- ng in the Chinese name Yau Ngo is much harder for an English speaker.

2. Languages have different types of structure:
   a. Latin case endings - inflected to show relationships
   b. Cree affixes - an expanded, complete idea may be expressed in one word
   c. English reliance on word order and the use of separate function words.

E. Meaning of contrastive analysis.
   1. Usefulness to an instructor: mainly in phonology; assists in predicting where a student may have trouble and in diagnosing reasons for mistakes;
   2. Value of contrastive analysis for language teachers has been over-rated;
      - thorough contrastive analyses rarely available;
      - sensitive, sympathetic, trained TESL instructor much more effective than the best contrastive analysis.

F. Some definitions of language.

G. Discussion: The instructors' experience of differences between languages.

Some useful references:

Young, Robert W.- English as a Second Language

Gleason, H.A. - An Introduction to Descriptive Linguistics. (for Cree verb system)

Hives, H. E. - A Cree Grammar

Ellis, C. B. - Spoken Cree

Li Fang Kuei - Chipewyan

Plus List of References for Learning Activities, page 120.

II. Traditional Indian Culture and Culture-Clash

A. Historical background

1. Northern peoples
2. Geographical setting
3. Traditional livelihoods and patterns of life
4. Traditional values
5. Traditional ways of educating the children

B. Contacts with Euro-Canadian culture:

1. Traders, missionaries, government officials.
2. Development of schools in the North - type, number, quality, influence, etc.
3. Differing values and attitudes, e.g., compulsion, work ethic, competition, etc.

C. Characteristics of northern Indian people and their lives today.

1. Economic situation.
2. Power structure in northern communities.
3. Educational situation, including language instruction.
4. "Alienation" of young people.

Discussion groups

a. What attitudes are desirable in an instructor of an oral English class for illiterate adults of Indian ancestry?

b. What are the practical implications for classroom instruction of this description of prospective Fluency First students and their background?

Consider, for instance - correcting a student's mistakes; the instructor's voice; requiring certain behaviour, such as regular attendance, punctuality, participation in class activities.

Films

Possibilities are: "The People at Dipper", (Chipewyan Indians on a reserve in northern Saskatchewan). National Film Board. 18 min.

"Caribou Hunters", (Indians of Northern Manitoba), National Film Board?

The Film Board may have others.

III. "Knowing" a Language

A. Mis-information about language use in the North and therefore about whether there is a need for TESL in schools and adult courses.

(Refer to Mullen, The Education of Children in the North, A Bi-Lingual Program for Northern Kindergartens, and LEREC.)

(Prime example: the provincial education official who maintained steadfastly that the adult students of a literacy course in a remote northern community "all knew English", and therefore did not need Fluency First, but later in the conversation admitted that there had to be an interpreter at that course!)

Main point: not whether a person can speak English on certain occasions, on certain subjects, within a certain limited range, but whether he speaks it well enough to get his education through the medium of that language.

Being specific here should help to bring the point home: could YOU use any of the languages you know in addition to your mother tongue for learning to use fractions? studying magnetism ? writing a summary? If so, that gives you an idea of how well an Indian person ought to know English if he is in an upgrading course. If not, even though you may have studied French in school for several years, that should give an idea of the foolishness

of expecting an Indian person, especially an illiterate one, to get his education in English (unless he really does know it well) without special oral language instruction.

B. A useful description of language use in one northern community: Calling Lake, Alberta. Discuss Darnell's four languages and place them on Mullen's continuum.

Discuss the implications for the conceptual framework of most of the people in Calling Lake..... for achieving literacy ... for getting an education.

C. Define mother tongue, second language, medium of instruction. Discuss the significance of the term "second" ---- not a replacement for the first language but a "tool" for specific uses. Elicit some of those uses of English.

D. Contrast "linguistic nting" and social formulas with type of language needed for education and mental development. [Refer to what educators believe to be necessary for children's conceptual development: classifying words and patterns, structures that show relationships, etc. See Maya Pines, Revolution in Learning or Distar, Language 1, SRA, Chicago. 1969.]

E. Simple definition of "knowing" a language: quoted in Carson Martin, An Introduction to Canadian English, Introduction: effective mastery of 90% of phonology, 50% of structure, 2% of vocabulary.

Discuss.

F. Contrast knowing about a language and knowing the language.

A child is not able to analyze a verb according to tense, person, number, but he uses it without difficulty.

Grammatical terminology and explanation are particularly useless with ESL learners who never concerned themselves with the grammar of their own language. Fluency First instructors have no need or reason to use grammatical terms or explanations for teaching English.

(Literate, educated adults learning a second or foreign language may be interested in the workings of the new language, but even then that knowledge in itself will not make them know the language.)

Remind instructors that "knowing" a language does not necessitate reading and writing it.

Discussion groups

Share experiences of language use in the North.

Discuss possible motives northern adults may have for learning English.

IV The Sound System of English

A. An oral English instructor's concern is with sounds, not spelling.

1. (An interesting experiment is to dictate, without definition, words like the following and then compare results to see whether everyone wrote the same word: fowl (foul), road (rode), meat (meet), son (sun), bear (bare), etc.) The sun's rays meet. (The sons raise meat.) [Hockett]

2. Another illustration can be based on Ex. 4, p. 11, from Stevick's Workbook. This exercise shows that spelling is not always the same for similar sounds and that similar spellings may have different sounds.

3. Count the number of sounds in words like through, khaki, phone.

4. Each one of the sounds in a word may be called a phoneme: the smallest unit of sound that distinguishes one word from another.

5. Some languages have a much closer correspondence between sound and spelling than English.

B. Oral language teachers use special phonemic symbols to refer to sounds, thus avoiding confusion with spelling.

1. Several different systems of phonemic symbols are used by different linguists. Refer to his "key", as one does to a legend on a map.

2. Fluency First symbols listed in Stage III. Examples.

3. There is NO reason to use phonemic symbols with Fluency First students. They are for the instructor's reference.

C. Every language has its own set of sounds.

1. It may be quite difficult for a person to make a sound if his own language does not use that sound.

2. Some sounds are important in a language to distinguish one word from another, and some sound-variations are not. Compare:

   (a) pig - big. p-b are formed in the same way, but one is voiced and the other is not. Thus, voicing is important for English; /p/ and /b/ are two separate phonemes. This is not true in all languages, e.g., Cree.

   (b) On the other hand, even though we actually vary certain sounds quite a lot, according to their position in a word, that variation may not be important because it is not used to distinguish one word from another. e.g., pit - spit. (Put a hand in front of the mouth to feel the rush of air in pit but not in spit.) Aspiration is not used in English to distinguish one word from another; therefore, aspirated /p/ and unaspirated /p/ are not two separate phonemes in English, though they are in some languages (e.g., Urdu).

D. Intonation, stress, and rhythm are just as important to the sound system of English as are individual sound segments such as vowels and consonants. In fact, they are a greater factor in the comprehensibility of English speech than the sound segments.

(Quotation from Ontario TESL instructors' course: "Don't teach the words without the music.")

1. Examples to illustrate intonation:

   (a) 2 basic tunes - When are you going? (1)
   - Are you going now? (2)
   - Yes, I'm going now. (1)

   (b) special intonation to change the meaning:
   I should give you ten dollars. (1) = fact
   I should give you ten dollars. (2) = astonishment

2. Examples to illustrate stress:

   (a) Word - stress:

present	present
combine	combine
permit	permit
billow	below

   (b) Word - combinations: the white house
   the White House

(c) Sentence-stress (normal): It's a cat.
I can do it.
The cat is on the table.

(d) Sentence-stress, to change the meaning, or to respond to changed meaning:
What do you want?
What do you want?
What do you want?
What do you want?

3. Examples to illustrate rhythm:

(a) (Strang): The man's here.
The manor's here.
The manager's here.
All these sentences have only two strong beats.

(b) Word pronunciations are different when given a strong or weak beat: a can of soup
I can do it.
(Listen to can.)

4. Intonation, stress, and rhythm can really not be separated; a stressed syllable is usually pitched higher than unstressed syllables; unstressed syllables are usually quick, weak beats in the sentence rhythm.

5. These three elements in the English sound system may be just as difficult for a learner to acquire, or to interpret, as the individual sound segments.

E. 1. Oral English instructors need to understand the sound system of English in order to help their students learn to hear English sounds correctly, interpret them correctly, and say them correctly. Both receptive and productive skills are important.

2. ESL learners in a literacy course based on a phonic approach will be handicapped in learning to read unless they can distinguish English sounds accurately.

A very useful reference for the one who presents this topic is The Sound System of English from the Citizenship Branch in Ontario.

V. Adult Learners

A. Presentation about the physiological and psychological characteristics of adult students in a Fluency First course.

B. Discussion groups

What are the implications of these adult characteristics for literacy students and second language learners?

In this training course, emphasize the student attitudes stemming from not being literate, not speaking the language of instruction, not being part of the dominant, English - speaking society.

Bring out ---

- humiliation: It's like being a child again to have to learn a (necessary) language; shame felt when unable to understand both written and oral instructions;
- pretence: may be reluctant to admit that he doesn't understand something in English; may attempt to hide his lack of knowledge and pretend he understands;
- reluctance to admit to himself that he does not know English well enough: he may believe he does know English and may believe there are other reasons he does not make progress in literacy classes; (there is

no demonstrable proof of grade level for spoken English);

- effect of less acute hearing: the new sounds of English may not be heard and, if not heard, cannot be produced;
- listening habits long since established: he is habituated to his own sound system;
- speaking habits long since established: it will be difficult to accept new habits;
- shyness - about trying new sounds, making "funny" mouth shapes;
- reluctance to participate in class activity:
  a. he may feel an activity is undignified or silly; e.g., "Why should the instructor ask questions when he already knows the answer?" "Why should I ask such questions?"
  b. he may be afraid of making a mistake and of being laughed at;
- memory: although an adult's ability to memorize is usually less good than a child's, often illiterate people have better memory than literate ones, who depend on paper and print;
- varying abilities in oral English: there may be resentment at being slowed down or confusion and non-learning if pushed too fast; suggestions to

alleviate this problem will appear as this training course develops.

C. Present the value of a "Talking Hour", as described in A Plan For Fluency First, pp.163-165, for helping the adult students understand why they are asked to do certain activities in Fluency First.

VI. Literacy and BLADE

A. Meaning of literacy, functional literacy, an illiterate.

(Definitions are necessary. An experienced teacher of adults in the North commented that some students couldn't learn from BLADE "because they are complete illiterates." Queried, he said impatiently, "They can't even speak English!")

B. Needs and demand for literacy in the North.

C. Requirements for an adult literacy program to be used in the North.

D. Assumptions on which BLADE is based.

E. General description of BLADE methods and contents.

VII. Sound-symbol Instruction in BLADE

A. Demonstration of part or all of Unit 1 (Level 1).

B. Rationale for this kind of instruction.

C. Implications for second language learners:

- they must be able to recognize (distinguish) the sounds when they hear them;
- mastery of the sound-symbol system does not mean, in itself, that a second language learner can truly read with comprehension; if he does not know the meaning of the words and sentences, he is not becoming functionally literate no matter how well he says the printed words.

VIII Sound Production

For this topic a large chart showing the speech mechanism, like the drawing on pg. 35 and a pocket mirror for each instructor are needed.

The aim of this topic is that the instructors should become aware of the use and importance of tongue, lips, teeth, vocal cords, etc., in producing various sounds. It is particularly important to demonstrate the meaning of voicing.

One interesting way of demonstrating the use of particular parts of the speech mechanism is to get the instructors to produce sounds that are foreign to English, such as /X/ or /ɣ/.

A. Parts of the speech mechanism.

1. Breathing - importance of a good supply of air in the lungs, especially when practising sounds;
   - oral sounds and nasal sounds.

2. Vocal cords - locate; describe the way they work;
   - practise different sounds (both voiced and unvoiced) while touching the throat over the vocal cords.

3. Roof of the mouth - feel both the hard and soft palate (velum) with the tongue;
   - use mirrors to watch the effect of raising and lowering velum on sound production.

4. Tongue - parts and movement;
   - practise the effects of placing the tongue in different positions to produce different sounds;
   - emphasize the need for an active tongue in good articulation.

5. Gum ridge - locate by feeling with the tongue;
   - try different sounds, such as /t/ or /d/ with the tips of the tongue at different positions on teeth and gum ridge.

6. Teeth - try sounds such as /f/, /v/, /θ/, /ð/, to see where the tongue is in relation to lips and teeth;
   - effect on speech of missing front teeth.

7. Lips - try the effects of closing lips tightly or lightly to produce sounds such as /m/, /p/, /b/;
   - try the effects of different shapes of the lips for vowels and /s/, /ʃ/, etc.

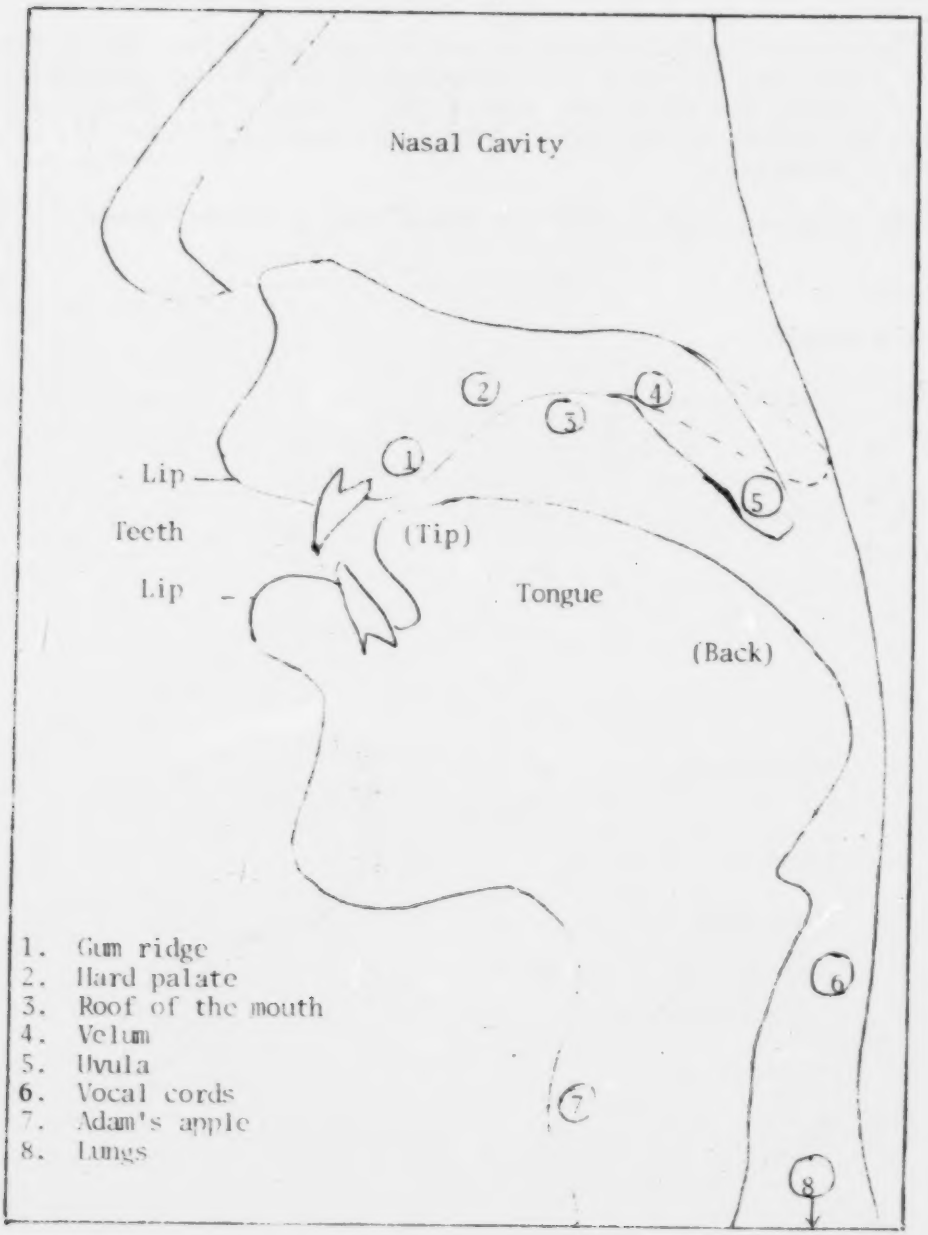
B. Important features in the production of consonants:

1. activity of the vocal cords (if any);
2. position of articulation;
3. manner of articulation.

C. Important features in the production of vowels:

1. degree of separation of upper and lower jaw;
2. location in the mouth of the highest part of the tongue;
3. degree of rounding or spreading of the lips;
4. degree of tension of the speech organs;
5. actual duration of the sound (length).

The Organs of Speech



IX The Sounds of English, Part 1

It is important in this topic to show as much as possible the way different English sounds are formed, without asking the instructors to learn a lot of difficult terminology to classify every sound. The chart showing the speech mechanism should be used again, as well as the pocket mirrors.

The sounds should be tried in common English words. The instructors should learn that the words were selected for practising consonants in initial, final, and medial positions. The Fluency First pronunciation tapescripts, found at the end of Structural Practice, Stage III, are a source of examples.

The phonemic symbols used are those used in Fluency First.

A. Consonants

1. (Stops) - p b
   t d
   k g

2. (Fricatives) - f v
   θ ð
   s z
   ʃ ʒ

3. (Affricates) -
   ʧ ʤ

4. (Nasals) - m n ŋ

5. (Laterals) - l r

6. (Other) - w y h hw

B. Vowels

(The vowel sounds described belong to the variety of English speech known as "General American". Non-phonemic variation in vowel sounds by individual instructors should not be criticized or corrected.)

Minimal pairs, such as sheep-ship, beat-bit, should be used to illustrate the importance of differentiating English phonemes in understanding and expressing correct meaning.

i I

e ɛ æ

a

o

u ʊ

ə Stress the wide range and common use of this sound.

ɚ

C. Diphthongs

aɪ aʊ ɔɪ

D. Consonant Clusters

Define the meaning and give examples, e.g., blood, broom, class, crash, dress, flash, fry, glass, grass, play, pray, stay, school, sleep, smell, snake, spell, spray, stray, sweep, tray;

desk, desks, strength, slept, picked, etc.

X What Grammar Is

A. Define grammar simply, in terms of a description that shows how a language arranges its smaller forms, such as words, prefixes, suffixes, intonations, etc., within its larger forms, such as clauses and sentences. (Stevick, Workbook, p. 98)

B. Three elements of English structure: word order, use of structure words, inflections.

1. Word order:

a. Examples of how word order affects meaning:

The man ate the chicken.
The chicken ate the man.

(The words are exactly the same; the meaning is entirely different because of their order.)

I like very much sugar in my coffee.
I like sugar very much in my coffee.

I had some burned toast for my breakfast.
I had some toast burned for my breakfast.

You are crazy. Are you crazy?

(The question is ordinarily signalled by intonation as well as by word order, but even if the intonation is kept the same, the second sentence will be recognized as a question.)

b. Examples of how certain arrangements of English words would be unrecognizable as English:

e.g., Cat the sat on mat the.
He walked the stairs up.

c. Examples of an "instinctive feeling" for a "right" word order:

e.g., - new red book,
not red new book
- the next three people,
not the three next people

Try putting the adjectives in this hypothetical series in a different order:

- her last two lovely large round blue
French glass ink bottles -

1. determiner (possession)
2. numeral (ordinal, cardinal)
3. descriptive (opinion, size, shape, colour, place of origin, "made of", "used for")

d. Remember that in other languages word order may
- be entirely different;
- not have the same importance.

2. Use of structure words.

a. Illustrate the difference between content words and structure words (or, form words and function words).

b. Describe the characteristics of these two types, referring to - open and closed classes;
- relative frequency of use;
- degree of dependency on a given topic;
- possibility of inflectional changes.

c. Identify the parts of speech that are usually content words and those that are usually structure words.

d. Compare content words to "telegraphese", in order to illustrate the work of the structure words. (cf. Pittman, Teaching Structural English, p. 30)

e. Show how "little" structural words change meaning. (e.g., a woman and child, vs. a woman with child).

3. Inflections:

a. Define simply (e.g., changes in words to signal grammatical changes in meaning). Compare inflectional changes, involving relatively few variables within a closed system, with derivational changes, involving variables, that are possibly numerous, within an open class.

e.g., book - books - book's, vs.

bookish, booklet, bookman, etc.

b. Give examples of inflectional changes in English:

- plurals of nouns:	car	cars	/z/
	cat	cats	/s/
	house	houses	/əz/
	man	men	
	(sheep	sheep)	
- verb endings:	read	reading	
	wash	washed	/t/
	play	played	/d/
	lift	lifted	/əd/

- internal verb changes: drink drank drunk

(Note that in English the verb is changed in more ways by the addition of structure words than by inflectional changes, which are relatively few.)

- comparative forms: tall taller tallest

(Note that it is more common to add the structure words more or most for comparison.)

- genitive with apostrophe: man's

(Note that "possession" is shown by other grammatical devices, too, such as the use of the structure word of or by a special word order, as in chair leg.)

C. Brief contrast with the Canadian Indian language, Cree.

Mention, with a few illustrative examples, the way Cree uses a series of prefixes and suffixes added in a prescribed order to a noun or verb, to create a sentence with complex meaning in one long word. (cf. Gleason, Introduction to Descriptive Linguistics, and Hives, A Cree Grammar, etc.)

XI Sentence Patterns and Substitution

A. Show the meaning of "sentence pattern" by simple illustrations.

e.g., Subject + Copula + Complement
(or, S + V to be + C)

1. It's a car.

in the same pattern = It's a boat.
It's an airplane.
It's a cat.
It's a (_____).

How many other words can be substituted for car in the blank, or slot?

2. S + V ("present _____ing" tense)

The man is eating.

a. The man is sleeping.
The man is fighting.
The man is working.
The man is (_____).

b. The boy is eating.
The baby is eating.
The bear is eating.
(_____) is eating.

B. Sentence patterns and the possibility of substitution are a natural outgrowth of the elements of English structure:

1. certain word order is required to show meaning;
2. structure and content words are used together in certain ways to show meaning.

C. The fact that English utterances can be grouped into sentence patterns, in which substitutions can take place, brings order and manageability to the infinite number of expressions that are possible, and is thus of enormous importance for the teaching of English as a second language.

1. One pattern may be practised at a time until it becomes a speech habit. This is what is really meant by learning the structure of the language.

2. Sentence pattern practice does not have to be boring, for different sentences are made each time a different word is substituted.

3. Sentence pattern practice, with word substitution, is creative. When once a learner grasps the notion of substituting a word he knows, in a sentence pattern he knows, he is able to generate his own English speech; he need not be dependent on a teacher to tell him every sentence to say, and he need not attempt the impossible task of memorizing every possible sentence.

D. Certain sentence patterns are related to others that have a similar structure by regular methods of transformation.

1.

It's a car.	S + copula + C.
Is it a car?	Copula + S + C?
It's not a car.	S + copula + (not) + C.
or, It isn't a car.	
Isn't it a car?	Copula + (not) + S + C?

2. Work out the same transformations for <u>The man is eating</u>.

3. This fact is also enormously important for second-language learning. It brings another high degree of organization to the infinite number of possible English sentences. When once the basic transformations are learned <u>as speech habits</u>, they can be applied to a large proportion of the sentence patterns that must be learned.

E. Shortened formats.

1. Substitutions for a single sentence are sometimes shown in short forms, like this:

> The man is eating (a sandwich/a bowl of soup/a piece of meat/his dinner).

2. When there are substitutions at more than one point, they are often shown in a table, like this:

Peter	ate	the sandwich.
Mary	bought	the cake.
Dotty	made	the stew.

27 sentences are shown by this table.

F. These brief explanations necessarily oversimplify the notion of sentence patterns and substitution, and instructors in a Fluency First course need to be cautious in developing their own sentence pattern exercises.

e.g., 1. To the table in section E, try adding Jim drank the beer. The sentence has the same pattern, but the meaning of drank makes the other sentences in the table ridiculous.

2. Some patterns that appear to be the same do not have the same meaning structurally. Some famous examples: (a) John is easy to please. John is eager to please. (b) the fear of God = we fear God;(with) the help of John = John helps me; the love of God = which?

XII What Grammar Isn't

A. Grammar isn't a list of rules to be learned.

It describes what is; it does not prescribe what must be.

Knowledge about the grammar of a language does not ensure that anyone can speak that language.

B. Grammar concerns the fundamental working of a language, not what is considered socially acceptable usage in that language.

1. Contrast intralingual errors or differences with non-native grammatical errors which tend to interfere seriously with intelligibility. (cf. Stevick, Helping People Learn English, pp. 118, 119)

2. Discuss the contrast between "correct" and "accurate" in reference to language usage, showing that the accurate use of language is necessary for clear thinking, and therefore for getting an education through the medium of that language. (cf. Mullen, LEREC, pp. 7-15)

C. Grammar in Fluency First.

1. The grammar of English is taught in Fluency First by establishing speech habits. A student does not have to learn any grammatical terms or memorize "rules".

2. The language that is presented in Fluency First, through which students learn the structure of English by developing speech habits, is standard colloquial English - the spoken language.

   a. Thus, it recognizes changes in English; e.g., Who do you want? (not whom) is now considered acceptable speech, and certainly does not affect intelligibility.

   b. It uses contractions (e.g., It's, We're) and short verbal forms (e.g., Yes, I do; No, he won't) because these are normal in speech, and in no way affect intelligibility.

   c. It does not actually present common patterns that are still considered unacceptable usage (e.g., He don't) but it does not waste time fighting against such usages; it merely presents and practises the acceptable pattern instead.

d. Similarly, it does not teach "slang", which is easily acquired by anyone in an English-speaking environment, anyway; but it does not spend time trying to "erase" slang.

Fluency First aims at maintaining a balance between the natural language of everyday speech and language that is useful preparation for learning to read and get an education. Its grammatical objectives are to develop habits of accurate expression and comprehension, not to teach rules or eradicate colloquial usages.

XIII The Sounds of English: Interference

A. The meaning of interference.

1. Several examples, e.g., I came to Canada by sheep.
   high-hill shoes
   flied lice
   The breacher knelt and brayed. ...etc.

2. Useful material for definition and explanation is found in Kehoe, pp. 62-68; Lado, Linguistics Across Cultures, Ch. 2.

3. The sound habits of the mother tongue are used for the new language, both in hearing and in speaking.

   Even if the learner can hear a difference between two sounds (e.g., /i/ and /I/), he may not consider that difference important until he is trained to do so, because the difference was not important in his mother tongue.

4. Often, a completely new sound may be easier to master than a sound that is similar to, but slightly different from, a sound in the mother tongue.

B. Interference from a widely-spoken Canadian-Indian language: Cree.

Reference: Marilylle Soveran, From Cree to English, Chapter 1.

The spelling mistakes on page 2 are illuminating here. The group can analyze the probable reasons for each spelling mistake.

C. Brief phonological contrast of English and Cree. (Soveran, Chapter 3)

1. Note especially:
   - vowel length, which is significant in Cree ("long" vowels here should not be confused with the school-room definition of "vowels that say their own names");
   - voicing, which is not significant in Cree;
   - pure vowels in Cree vs. glides in English;
   - certain English sounds lacking in Cree (θ, ð, ŋ, f, v, l, r)
   - /s/ and /š/ not used contrastively in Cree;
   - /h/ used after vowels in Cree.

2. Mention also the complication that there are several varieties of Cree, as there are of English.

D. Other Canadian Indian languages.

Give and collect a few examples about an Athapaskan language, such as Chipewyan, and any other Indian language about which the instructors have information.

e.g., Chipewyan uses nasalization in some vowels; glottal consonants; high and low pitches, that affect meaning, etc.

E. An ESL learner's problems in overcoming interference.

(1) recognizing and producing variations that he originally considered unimportant;

(2) disregarding variations that were important in his mother tongue but not in the new language;

(3) recognizing and producing new sounds;

(4) recognizing and producing sounds in new "environments", where they never occur in his mother tongue.

F. Is it important to "erase" an "accent" in an ESL learner's speech? Discuss the connection with learning to read and to spell, the handicap to accurate comprehension and expression of oral English.

In this region of many English "accents", however, there is no reason to try to make everyone conform to one standard accent.

G. The ESL instructor and the learner's mother tongue.

It is not necessary for a Fluency First instructor to be able to speak his students' mother tongue, but it is very helpful for him to know something about it, especially about the sound system.

-He can be more sympathetic about the learner's difficulties with English pronunciation.
-He can diagnose the learner's difficulties more accurately.
-By pinpointing the difficulty, he can give useful help in improving pronunciation.

XIV Learning a Language

A. Meet in small groups first to share language-learning experiences (their own or others'), using guide questions such as:

> Have you ever learned or studied a language other than your own mother tongue?
> If so, did you learn it well?
> What did you learn easily?
> Why do you think you learned those things more easily than others?
> If you didn't learn the language you were studying well enough to use it, why do you think you failed to learn it?
> How do you think you learned your own mother tongue so well?

B. Collect the results of the small-group discussions and bring out the following points:

1. There is much disagreement among psycholinguists about a theory of language learning, and we do not really know exactly how a child acquires his own mother tongue.

2. It is dangerous to assume that a second language will (or should) be learned in the same way that a mother tongue is acquired. In fact, it would be impossible to re-create the exact circumstances.

3. (a) Nevertheless, the practical experience of many language teachers and specialists in the field is that there are some similarities between the way people learn second languages most effectively and the way children acquire their first language - enough similarities to be of great interest to ESL instructors.

   (b) Describe briefly some characteristics of mother tongue acquisition: language learned in association with sense experience; a very long learning period; much repetition receptively and productively; listening before speaking; personal emotional involvement with those who talk with him or near him; mistakes are made but the correct forms persist around the child; people encourage the child to speak and are pleased by his attempts; it becomes necessary for a child to speak in order to get what he wants, and his speech often succeeds in getting him what he wants.

4. Sense experience is a strong factor in language learning. Words and sentences heard "in a vacuum" make little impression but in association with seeing (or hearing, feeling, tasting, smelling) the thing or situation described, the words become meaningful.

5. Imitating a native-speaker's speech, especially frequently used words and phrases or phrases spoken with strong feeling, is a more effective way of learning than memorizing sentences written in a book. Listening comes before speaking.

6. Repetition of the words and sentences, over a period of time, in the same situation or in different situations, reinforces learning.

7. An opportunity to use the words, or at least to perform some action as a response to them, reinforces learning; the necessity of using those words or responding to them virtually ensures learning.

   Compare the learning situation of an English-speaking high school student in these three circumstances:

   (a) one never has to use French except in written assignments for French class;
   (b) another one attends a French class in which there are activities, such as dialogues, plays, games, etc., carried on entirely in French;
   (c) a third one moves to Quebec City or Paris and attends high school there.

8. The use of the new language in familiar contexts, and especially in personal and emotional contexts, makes for more effective learning than its use for unfamiliar, uninteresting subjects.

9. When the learner is able to get something he wants by using the new language, he is encouraged to keep on trying.

C. The goal of second-language learning is the formation of automatic language habits.

("The single paramount fact about language learning is that it concerns, not problem solving, but the formation and performance of habits." Brooks, p. 49)

Automatic language habits refer to both receptive and productive skills, and to phonology, structure, and vocabulary.

They can be achieved by frequent imitation, over a long period of time, of words and sentences in the new language, in association with the situation (preferably involving sense

experience of interest to the learner) that demands the use of those words, with a gradually increasing necessity to use those words consciously and independently in the appropriate situation.

(Finocchiaro, Teaching English as a Second Language, pp. 99 and 111:

1. recognition (understand)
2. repetition (imitate)
3. practice (practise)
4. conscious selection (choose)
5. production (use)

D. In learning a language there are five variables:

1. language aptitude (age may be a factor),
2. general intelligence,
3. motivation,
4. the opportunities a student has for learning (length, frequency, proximity, variety, etc.),
5. the adequacy of the material presentation (including materials and instruction).

(From R.C. Gardner, "Motivational Variables in Second-Language Learning", International Journal of American Linguistics, Indiana, January, 1966.)

XV What is TESL? (#1)

A. The Teaching of English as a Second Language grew out of experience in TEFL (foreign language).

TESL is not just one method or book or program, but a whole field of study and instructional activity.

Nowadays, more emphasis is being placed on the learner, but in any ESL course the instructor is still a most important factor for success or failure.

B. The mere fact of knowing English well, even as one's mother tongue, does not mean that one will necessarily teach it well.

TESL is different from teaching English in schools to children who already speak English.

The sound system, structure, and (much) vocabulary of English are all known to English-speaking children before they come to school; most English-speakers, including teachers, never think about those elements of English, yet they are what has to be taught to ESL learners.

C. Many methods and techniques are advocated. Not all are suitable for every circumstance. Fluency First students have special needs, being adult, illiterate, non-urbanized, representatives of a totally different culture.

Nevertheless, certain general approaches are common to most specialists with practical experience: oral, non-translational, situational, structural.

D. Oral Approach.

1. Because the primary language skills are listening and speaking, TESL introduces all new items orally; even after reading and writing are begun, new work is presented orally first. Reading and writing are then not complicated by insufficient knowledge of that language item. This is particularly important for students who want to become literate.

2. Listening skills include comprehension.

3. Natural pronunciation can be acquired when the students listen to spoken English and then imitate whole phrases and sentences.

4. Oral teaching involves presenting one new item at a time and letting the students practise it, combining it with what they already know. It is step-by-step learning that is cumulative over a period of time.

5. What seems simple to us may be very difficult for a beginner.

   e.g., This is a book.

   New sounds; new stress, rhythm, and possibly intonation.
   Structure different from that of the student's own language.
   He has to learn the meaning of the sound book and the significance of the whole sentence.
   All of these features have to become a habit.

E. Non-Translational Approach

1. Sometimes this is called "direct", but the so-called "direct method" has a limited character and is rather out-dated.

2. Translation is avoided because:

   - the structures of an Indian language and English are so different that exact translations often confuse more than help;

   - even single words that appear to refer clearly to particular objects may not have the same range of meaning;
   e.g., colours
   cat

   - translation reinforces the slow mental process in language learning characteristic of adults, who have a natural desire to compare the new language with their mother tongue, seeking equivalents; without translation, learners begin much more quickly to respond directly and immediately in the new language, and thus the desired automatic language habits are more quickly gained;

   - translation reinforces interference from the mother tongue; without translation the learner begins more quickly to accept a different way of expressing meaning;

- it is sometimes argued that certain words have to be translated (e.g., abstract ideas such as love, hate, etc.); however, words like those that appear to have equivalents in the other language may in fact have a very different significance to the speakers of the two languages, especially when they come from two very different cultures (cf. Young, re friendship, kinship, peace, p. 21); abstracts not usually taught at the beginning of an ESL course.

3. Translation is not forbidden in a Fluency First Course, but it is recognized to be not very useful as an instructional method.

   Translation is a specialized language skill for advanced students, but it is not the objective of an oral language course like Fluency First.

F. Situational Approach

1. How can a language be taught without translation? By showing the meaning of every word and sentence; by providing some sense experiences that reveals the meaning of the words. This is called situational teaching.

   Demonstration not translation.
   Show, don't explain.

2. How can you show the meaning of words and sentences like the following? That is what we call the situation.

- a table, ball, tape recorder It's a table.	(object)
- a man, a baby, a carpenter	(person)
- an airplane, kangaroo, train	(picture)
- sitting, smiling, waving	(action)
- eating, sleeping, fishing	(picture; mime; real action)
- big, rough, tall, dirty	(contrasting qualities in otherwise similar objects or pictures or people)
- quickly, loudly, carefully	(contrasting manner of performing otherwise similar actions)
- on, under, across, through	(objects, people, actions in different relationships)

- this - that; here-there;
yes - no

or

etc., etc.

3. The situation may be a combination of people, actions, objects, relationships, etc., expressed through a picture that tells a story or a dramatization.

4. Most situations are visual but they can sometimes be intensified by an appeal to other senses.

5. Verbal situations are also possible, and are used too much, too soon by untrained language teachers. The beginning stages of a TESL program are normally written so that verbal explanations are unnecessary and everything can be shown in real or realistic situations through sense experience.

6. Situational teaching involves not only the presentation by the instructor but also practice by the learner. Every time he does something to show the meaning of the new words and sentences while he is saying them, his learning is reinforced.

7. Situational learning of English can take place very effectively through activities that are often considered part of another "subject", such as mathematics, but the language items to be learned must be known and planned for specifically. e.g., all kinds of weighing and measuring, buying and selling, counting, telling time. (cf. A Plan for Fluency First, pp. 158, 159)

8. In addition, situational learning is much more interesting than purely verbal language learning.

Practicum on Situational Demonstration

Points to bring out:

1. More than one example is needed to make meaning clear. (cf. Billows, p. 7)

2. Both speech and situation are needed to make the association. The timing of speech and action is important.

3. The way a word is used in a sentence governs the type of demonstration.

4. The best situational teaching is simple. If it is too complicated, the students will be confused and time will be wasted. Demonstration is an instructional technique, not a parlour game of charades.

5. In good situational teaching you focus on the meaning you want to show and you avoid distracting elements.

6. The students should participate.

7. To be effective, situational teaching must also have a structural basis. The instructor has to restrict himself to certain patterns, and those patterns must be known to the students. Otherwise, we are asking the students to listen to too many diverse things at once.

   Also, without a structural basis we may be showing only part of the meaning; e.g., the essential meaning of a verb without the accurate meaning of the tense.

8. An ESL instructor has to be an actor and has to be able to get his students to join in. Language teaching should not be dull and formal; language is about life.

9. An instructor always has personal resources that should not be neglected in situational teaching:
   - facial expression
   - gesture
   - intonation.

Summary

For this first practicum we have worked on demonstrating content words situationally. Structural words and entire sentence patterns will also be presented and practised situationally.

ESL instructors have to "put themselves in the students' place" all the time and not fall into the common trap of imagining that the students will understand an English sentence just because it is clear to them, as native-speakers of English.

XVI What is TESL? (#2)

A. Illustration of the expansion of language-learning through a structural approach.

1. Take 4 common nouns/4 common adjectives - e.g., boat, car, dress, shirt; red, green, yellow, blue.

2. Count the number of separate sentences (each referring to a somewhat different situation) that can be made with those 8 words and these few sentence patterns:

It's a [boat].

It's [red].

It's a [red] [boat].

Add 2 structural words my, your.

It's [my] [boat].

It's [my] [red] [boat].

[My] [boat] is [red].

3. In actual practice, one would probably teach the interrogative transformation of each pattern before going on to the next pattern, thus:

Is it a [boat]? { Yes, it is. / No, it's not.

(Work out the interrogative transformation of each pattern listed above, noting the doubling of numbers of sentences that students are immediately able to speak, and noting also the possibility of natural, question-and-answer conversation about things in the students' environment.)

4. Finally, show that when the word not, that has already been used repeatedly in short form negative answers, is introduced into the same patterns, another doubling of the total number of sentences - referring to real and distinct situations - available to the students takes place.

Note also the value of the negative concept for logical thinking. (cf. Distar, Language 1, p. 18, 19)

It's not a [boat].

Work out the negative transformations of each of the patterns in #2.

B. Reasons for using a structural approach.

1. "Knowing a language" includes mastery of at least 50% of its structure. "Mastery" refers to automatic language habits.

2. Attention can be focused on one item at a time.

3. It is efficient: many new sentences, each expressing a slightly different situation, can be made merely by substituting one word in a single sentence pattern.

4. The amount of English that a learner can speak increases in geometric progression, with a minimum of effort, as new words are used in a known pattern or a new pattern is practised with familiar words.

5. The meaning of grammatical signals can be made clear situationally, just as vocabulary items can be demonstrated situationally.

6. The learner immediately gains a small degree of independence in making up his own sentences. He is not entirely dependent on the instructor for sentences to "parrot", even at the very beginning, and this degree of independence increases steadily as the learner grasps the notion of combining words in sentence patterns.

(He may make a few mistakes by putting certain words in sentence patterns in un-English ways, just as a child does when acquiring his own mother tongue, but these mistakes - and their correction - are part of the learning process.)

7. A sound structural foundation is a good basis for the clear thinking in English that is required for getting an education through the medium of English.

   Even simple patterns of identification and description, as in section A, are necessary for eventual statements of alternatives, classification, and logical thought about how things are the same or different.

C. Language courses arrange sentence patterns from simple to complex, so that a learner has only one new item to add to his previous knowledge at each step.

   Learning does not necessarily take place strictly according to such an arrangement, but instruction should.

D. The "Language Teacher's Golden Rule":

   Use known content words for the presentation and practice of a new sentence pattern; use a known sentence pattern for the presentation and practice of new content words.

XVII Foreign Language Demonstration

The purpose of this demonstration is to show that learning of a language entirely unfamiliar to the students can take place through an oral, non-translational, situational, and structural approach. In this case the "students" will be the Fluency First instructors who are taking the course.

The following elements should be present in the demonstration so that they can later be elicited from the instructors and discussed.

1. Formulas for "classroom management".
2. Limited number of content words, especially selected so that every instructor will be able to participate easily in situational practice.
3. Situational presentation of the content words and the sentence patterns.
4. Presentation of two related patterns (a statement and the corresponding "yes-no" question) so that the instructors can substitute the same content words in two different patterns, have a natural question-and-answer conversation, and experience getting the significance of the interrogation through intonation and pairing with an obvious answer.
5. Several repetitions of words and patterns before the class tries to imitate each.
6. Responses by "class", groups, and individuals, in that order, after each presentation.
7. Control of the practice by means of the demonstration gestures.
8. Active situational participation by the instructors during the practice sections.
9. More than one type of drill, leading towards independent speech by the instructors with progressively fewer cues by the demonstrator.

Using Videotape Equipment

A specialist in the use of audio-visual equipment should give a practical demonstration about using the videotape camera so that the instructors can use it by themselves as an aid in the preparation of their practical assignments.

Also, when it is not necessary to have a "class" responding to an instructor's presentation, the practical demonstrations can be videotaped by the work-groups during their "Learning Activities" sessions and presented on tape for the discussion of the whole group during a practicum.

XVIII - Formulas

A. Definition and reasons for use; comparison with structural patterns. (cf. Mullen, LEREC, pp. 46-49; "A Personal Experience in the Teaching of English as a Second Language", Ile a la Crosse, 1971, pp. 9, 10)

B. Types of formulas commonly needed:

1. (commands) and requests; the value of the "let's" form;
2. praise, encouragement, and correction;
3. conventional social expressions;
4. standard questions.

C. Instructor-use vs. student-use.

D. Techniques for using the formulas:

1. non-varying usage;
2. the fewer, the better;
3. initial combination of speech and gesture;
4. eventual elimination of the gesture.

E. Formulas as a basis for further language development.

F. Productive as well as receptive mastery of formulas; natural rhythm, stress, and intonation.

G. Preparation of a list of formulas for use in practicum sessions during the remainder of this course. (See "Learning Activities".)

After each small group has prepared its list, all the groups should compare their lists and try to evolve the best possible collection of formulas for a Fluency First course.

XIX Presenting Sentence Patterns

A. Demonstrate the presentation of It's a (____). as in Fluency First, Structural Practice Stage I, Unit I, Pattern 1.

Stop before the practice begins on p. 7.

B. Discuss, bringing out the following points:

1. Presentation and practice are not entirely separated; the students actually begin to practise the pattern during the presentation.

2. Students hear the pattern several times before even being asked to imitate.

3. The instructor uses a stimulus question in both presentation and practice, but the students are not yet asked to learn this.

4. The stimulus question and the sentence pattern both use a contracted form; the aim is natural, not stilted, speech.

5. Every time the noun is spoken, the object is touched or indicated in some special way.

6. Students are gradually led to answer the question all by themselves. Notice the intermediate stage of prompting, between the imitation and the recall.

7. The instructor follows a sort of routine in his presentation, but it is not a rigid routine.

   (a) Instructor speaks; students listen. Q. and A. several times.

   (b) Instructor gives Q. and A.; students imitate A. several times.

   (c) Instructor asks Q. and prompts; the students answer.

   (d) Instructor asks and students answer, several times.

8. Routine is useful -

   (a) to the instructor: it is much easier to concentrate

on his situational demonstration and on the students' learning needs if he does not have to make up a new format every time.

(b) to the students: they quickly learn what is expected of them and can attend to the important work of accurate imitation and correct answers.

9. The instructor does not have to explain or use any extraneous speech.

10. Warning: If there are students in the class who know a few words of English, such as pencil and chair, the instructor should not prolong the presentation to the point of boredom but should give plenty of practice in natural, accurate speech of the whole pattern.

C. Immediate practice by the instructors in presenting the pattern It's a pencil in the small work-groups. A few should then try the same presentation with the whole class so that any difficulties can be checked before they prepare other presentations by themselves.

D. Demonstrate the presentation of Pattern 2 from Unit I of Structural Practice Stage I. This is, in fact, the same pattern It's a ( ), but as a response to the stimulus question, What's that?

Begin the demonstration with a brief presentation of new content words, such as window, door, flip chart, with the What's this? question. This serves as a review and ensures that there is no confusion about the thing pointed at.

E. Discuss, bringing out these points:

1. Although the students have no new pattern to learn (only vocabulary), they are learning a fundamental contrast between this and that through the new stimulus question.

2. The objects pointed at should be in distinctly different parts of the room in order to avoid confusion.

3. When once the pattern is learned, new content words can be presented quite quickly in that pattern; there is no need to have the same amount of repetition as there is when a new pattern is presented for the first time.

Practicum: Sentence Pattern Presentation

A. Be sure that the instructors have mastered the following points:

1. introduction of new content words through the known pattern;
2. repetition several times before imitation by the students;
3. clear situational demonstration of the this-that contrast, as well as of the content words, with co-ordination of speech and action;
4. natural clear speech without over-exaggeration;
5. no extraneous speech.

B. Encourage:

1. a friendly, informal manner;
2. brisk pace, without racing;
3. speech addressed to the students, rather than to the objects or floor.

XX Practice of Sentence Patterns

A. Demonstrate the last section of the first sentence pattern presentation (i.e., What's this? It's a table.) and continue with the students' practice.

Follow the plan used in Structural Practice, but insert an additional short section for practising recognition of the content words, using the formula Show me a _____, please, first with an action response only, then with class action and choral speech, and finally with individual action and speech. Then continue with the recall exercise, as on p. 7 of Structural Practice I.

B. Discuss, bringing out the following points:

1. There is no break between the end of the presentation and the beginning of the practice, except the instructor's demonstration of what is to be done.

2. Recognition exercises are easier than recall exercises because the students hear the instructor say the word; in a recall exercise they must remember the word themselves.

3. Recognition practice is brisk. Whenever the language item makes it possible, the whole group can respond first.

4. Show me a _____, please is used as a formula at this stage. (Later in the course it may be taught as a sentence in a sentence pattern drill.) When the instructor demonstrates the meaning of this formula, he speaks first and acts afterwards.

5. At the beginning of the recall drill the instructor demonstrates what is to be done by asking the stimulus question and giving the answer himself - once - and then asks the whole group the stimulus question.

6. Speech and action are simultaneous when asking the stimulus question. If the instructor's hands are in mid-air when he says this, the situation is not accurate.

7. At every stage, unless the language item does not allow it, the whole class responds first many times. This gives everyone speech practice and builds confidence.

8. Every individual needs to respond at least once. If the class is large, smaller groups may be called on, too. Individual responses can get tedious in a large class unless there is an occasional choral response for variety. Individual names should be used.

9. If a student cannot say the answer right away, the whole class can answer and the student can repeat it.

10. If the students really do not know any English, this "simple" pattern may be very difficult for them, and they may need a great deal of practice.

In any case, it is important for the students to learn from the beginning what is expected from them in an oral English class, and they can gain this understanding best - as well as some confidence in speaking aloud - when the patterns are relatively simple.

11. When the new words and the sentence pattern have been thoroughly practised, stop. Play a language game, sing a song, or take some kind of break. Good oral practice requires concentration and cannot be continued for long with optimum results.

12. Be very careful not to allow the choral responses to be slow, chanted, or loud. Insist on normal speed and natural rhythm, stress, and intonation.

C. Additional practice.

It is a desirable reinforcement of learning to have other, more relaxed ways of practising the words and sentence patterns.

1. One way is for students to work in pairs "reading" a picture booklet to each other by saying the whole sentence pattern It's a _____ about the picture on each page. The first such booklet should contain pictures of the objects used in the class lesson.

Consider the value among adults desiring to become literate of using a booklet format. Immediately they feel that they are beginning to use books, if not exactly to read, and they get practice in handling the pages of a book and responding verbally to what is on them.

2. Booklets of this type can be of great assistance in dealing with the problem of varied abilities in the same class. Students who know quite a few English words can be given plenty of practice in speaking a sentence pattern accurately and clearly by using many of these booklets while the true beginners use only one or two.

3. The booklets can be used over and over again for different patterns as they appear in the course. For instance, the students can begin to ask the stimulus question What's this?; later they can ask Is this a ____ ? and get the answer Yes, it is or No, it isn't; later they can introduce an adjective as in It's a blue book or make a different statement, The book is blue, etc.

4. A refinement of this type of practice is to prepare tapes co-ordinated with the picture books.

5. The ability to work together in pairs or groups, without the instructor's constant supervision, will prove very useful as the course continues.

Practicum: Sentence Pattern Presentation and Practice

A. Be sure that the instructors have mastered the following points:

1. quick demonstration of what the students are to do each time there is a change in the exercise;
2. correct timing of speech and action;
3. gradual development through recognition (silent - class speech - individual speech) to recall (class - individual);
4. choral responses before individual responses;
5. individuals called by name;
6. ability to stop after thorough practice.

B. Continue to encourage:

1. brisk pace, without racing;
2. a friendly, informal manner;
3. speech addressed to the students.

XXI Teaching English Sounds, #1 (Receptive)

A. Critical and non-critical pronunciation errors.

Everything cannot be practised at once. Select the errors that students are actually making which affect intelligibility, and work on them one at a time.

B. Necessity for ear-training.

1. The instructor's speech is crucial. In structural practice lessons he must articulate clearly, but naturally.

2. The usual specific exercise for ear-training in recognizing an English sound, which a student is confusing with another sound because of mother tongue interference, is the minimal pairs drill. Define and illustrate minimal pairs.

C. Demonstrate the stages of development in a minimal pairs drill.

(Note that most ESL texts describe minimal pair drilling for literate adults, and even suggest the use of phonemic symbols. This drill has been adapted for illiterate adults who are beginning to learn to write.)

1. Say 5-6 minimal pairs to contrast two phonemes, such as /æ/ and /ɛ/. Use drawings on the flip chart to show that the words with /ɛ/ belong on the left side with men and words with /æ/ belong on the right side with man. Point in the appropriate direction when saying the words.

2. Say some pairs that are the same and some that are different.

   (a) Class response, "same" or "different".
   (b) Individual responses.
   (c) Written response (e.g., "s" and "d"; or ✓ and X. (Written responses are often omitted.)

3. Say one word, asking for recognition of which sound was said.

   (a) Class point in appropriate direction.
   (b) Individuals point.

(Productive practice begins.)

4. (a) The class and then individuals repeat one word at a time after the instructor.

   (b) The students repeat the pair of words after the instructor, trying to produce the sound contrast. Later they can try to say a whole sentence containing the word.

D. Discuss, bringing out the following points:

1. The whole drill is too long to do all at once, especially with adults who have just entered the course. A drill should last not much longer than five minutes.

2. Short drills on one contrasting pair need to be repeated several times, gradually extending from recognition to production.

3. Absolute silence is necessary if the students are to hear the instructor's speech clearly. Hand signals help to control this.

4. It is important to let a student know immediately whether he was right or wrong.

5. Pronunciation drills should be separate from structural practice, though selected because of errors made during the course of drills and other oral work. A structural drill should not be interrupted for lengthy pronunciation work.

6. Pronunciation practice is exhausting work. After a short drill a change and some relaxation are needed.

XXII The Fluency First Program: Objectives and Materials

A. Objectives.

1. To take the student from "where he is" as a speaker of English to sufficient mastery of English so that he can be successful in a literacy course, such as BLADE, and upgrading.

2. Emphasize the effects on the Fluency First program of the specialized needs involved; very few ESL courses consider the needs of illiterate adults who have to become literate and get their education through the medium of English.

3. Mention also the special cultural orientation to ensure that the oral language being learned will grow out of the students' experience of life.

B. Description of available materials.

1. Fluency First texts for the use of the instructor:

   (a) A Plan for Fluency First. Mention some changes since its writing.

   (b) Structural Practice, Stage I, Stage II, Stage III. Discuss generally the contents and levels. Explain the dual function of Stage III.

   (c) Enrichment Materials. Explain the purpose and describe in general the contents.

2. Pronunciation tapes for the use of Stage III students. (Tapescripts are in Structural Practice, Stage III.)

C. Books recommended for additional exercises (see Stage I p. xxii for details):

1. An Intensive Course in English (English Language Institute Course).

2. Situational English (Australia)

3. An Introduction to Canadian English (Carson W. Martin, Ontario)

D. Present status of Fluency First program development and plans for the future.

XXIII Types of Structural Drills

A. Substitution drills

1. content word substitution
2. structure word substitution
3. multiple substitution ("moving slot")

B. Expansion drills

1. addition of a word or phrase
2. inclusion of a word or phrase in the correct position

C. Conversion drills

1. changing between positive, negative, and interrogative
2. forming indirect speech and indirect questions

D. Contraction drills

1. contracting the subject and the verb
2. contracting a full (but possibly repetitious statement) to a shortened structure

E. Integration drills

1. joining two sentences (or phrases) with co-ordinate conjunctions
2. forming a complex sentence out of two sentences with a subordinate conjunction
3. including relative clauses and adjective phrases in a sentence

F. Transformation drills

(Note the special application to tense practice.)

G. Chain drills

1. action chains
2. conditional chains
3. question-and-answer chains

H. Techniques for drilling

1. instructor's demonstration and model
2. cues
3. gestures
4. routines
5. quiet, natural choral responses

A very useful reference for the one who presents this topic is the text for instructors used in Ontario TESL courses, General Methodology for Teachers of English as a Second Language, from which this particular outline was largely drawn.

XXIV Teaching English Sounds, #2 (Productive)

A. Using familiar words.

The most effective pronunciation practice can be done with words and sentences the students know, because they have many natural opportunities to use them and because there is more incentive to practise what is meaningful and known to be useful than to recite strange, meaningless sounds.

B. Pronunciation practice for beginners.

At the beginning of a Fluency First course, when the students do not yet know many English words to practise, conventional minimal pairs drills cannot be arranged without using unfamiliar words.

A more practicable solution is:

1. listen to the students' responses during structural drills and notice any pronunciation difficulties;

2. collect words from the lessons that have already been taught that contain those difficult sounds - in initial, medial, or final positions - and give short pronunciation drills with them.

In actual practice, this type of drill that is related to the students' actual needs, along with the regular imitation of the instructor's good speech models, may help the students develop good pronunciation habits from the beginning, without recourse to formal minimal pairs drills except for occasional persistent difficulty.

C. Demonstrate a short pronunciation drill that could be used near the beginning of a Fluency First course to hear and say the sound /ð/.

1. Listen: <u>th</u>at, <u>th</u>is, <u>th</u>ey, <u>th</u>ese.

2. Listen again: /ð/ (several times, prolonged)

3. Do this: (touching the tongue slightly extended between the teeth) /ð/

4. Say: <u>th</u>at (prolong the /ð/ sound first; <u>th</u>is; <u>th</u>ey; <u>th</u>ese.

5. Try again: (quicker pace) they, that, this, these.
(Some individuals also try.)

6. Say: What's this? They're red. These are books.

Good. Let's have a rest.

D. Discuss, bringing out the following points:

1. Whenever possible, some kinesthetic means of showing how to form the sound is useful.

2. In pronunciation drills the sound being practised may be somewhat exaggerated.

3. Explanations are not usually understood at this stage; demonstrations and repeated practice are more effective.

4. Nagging does not help; perfection will not be achieved immediately. If an instructor lets this kind of work become long and dull, his efforts will be counterproductive.

E. Sounds that are likely to cause difficulty to Fluency First students.

Refer the instructors to the sounds selected for practice in the pronunciation tapes (which are unsuitable for beginners because of the instructions, explanations, and unfamiliar word lists).

Discuss each of these sounds, giving hints about how to help students master them.

XXV Problems Associated with Adult Participation

A. Elicit from the instructors what particular problems they foresee may arise in their classrooms in using this oral, situational, structural approach to language learning with adult people of Indian ancestry.

e.g., - reluctance to speak;

- reluctance to act or to manipulate the objects used in situational demonstrations;

- sensitivity about correction of mistakes;

- possible irregular attendance or drop-out;

- refusal to accept the need of oral English practice;

- etc.

B. After the instructors meet in small groups to consider positive and effective means of dealing with these problems, each group will share its suggestions with the full class.

Be sure to bring out in the discussion:

- the importance of the instructor's manner, and his own participation;

- the importance of having things to talk about;

- the importance of making sure the students know what to say;

- the importance of calling on a willing participant first;

- the importance of establishing routines;

- explanations of reasons for doing things in a certain way during a session like "The Talking Hour";

- the importance of success and positive encouragement.

XXVI Teaching of English Intonation, Stress, and Rhythm

A. Imitation of a good model.

In the structural drills of a Fluency First class the students have an ideal opportunity to hear, repeatedly, the natural way of speaking each sentence pattern. They also have many opportunities of imitating the teacher's model. That is, although the main objective of a structural drill is mastery of a structural item or sentence pattern, in actual effect the students are experiencing speech practice as well.

It is,therefore, important for the instructor to set a good speech model and to encourage the students to imitate the intonation, stress, and rhythm throughout the structural practice.

B. Demonstrate some techniques for helping the students achieve natural intonation, stress, and rhythm if they have difficulty.

1. tapping or clapping the rhythm;

2. using the hand to show the up-and-down movement of the voice in rhythm groups;

3. using a "backward build-up" (Refer to The Sound System of English, Ontario, and Helping People Learn English, Stevick.).

C. Special exercises.

Exercises to practise intonation, stress, and rhythm are included in the pronunciation tapes, and may be read in Structural Practice, Stage III. Such exercises are often much needed by students who have entered a Fluency First course already knowing some English but speaking it in an un-English way.

However, if an instructor provides good speech models for students who begin at Stage I and if he demonstrates to them constantly a natural intonation, stress, and rhythm in all the sentence patterns they learn, there will be no need for special exercises.

XXVII Vocabulary Teaching

A. Selection of vocabulary.

1. relatively small number of words needed;

2. selected from the students' experience and for their growing needs (in the classroom and in expanding educational situations);

3. vocabulary suggested, not dictated, in Fluency First;

4. vocabulary arranged for optimum learning in topical, contextual groupings;

5. useful vs. less useful words (e.g., red vs. scarlet, cold vs. frigid);

6. importance for educational development of words like classifiers (e.g., clothing, furniture, vehicle, tool, etc.)

B. Instructional Methods

1. need to check first, before sentence pattern presentation, whether all vocabulary in the presentation is known by everyone; danger of assuming that everyone knows a word because one or two students do;

2. knowledge of vocabulary includes correct pronunciation and an understanding of the meaning as it will be used in the sentences to be practised;

3. situational methods used for showing the meaning and use; very rare use of translation;

4. only one meaning of a word taught at a time;

5. danger of overburdening students with too many new words at once;

6. need to create occasions to use newly introduced words;

7. activities to practise and expand a student's vocabulary:

   (a) picture books, riddles, language games (such as "vocabulary bingo");

(b) real experiences - e.g., "mini-visits" (concentrating on one topical group of words, such as the contents of an office secretary's desk drawer), recreational and social activities (such as baking something for a class party). See also "Crafts", pp. 184-203, LEREC;

(c) discuss the provision of extra activities for vocabulary development as one way of dealing with the problem of the abler student who needs practice in expression and comprehension of oral English but who is obviously more advanced than his slower-learning colleagues.

XXVIII English Verbs

A. Types of verbs especially important for ESL instruction

1. the copula
2. verbs of sensation
3. modals used to express different concepts; "the twenty-four friends of not"
4. causative verbs
5. phrasal verbs

B. Expressing time with English verbs.

1. the names of tenses (or other ways of expressing past, present, and future time) as used in Fluency First;

2. complexity of tense significance in English; need to show one use of a tense at a time in ESL instruction, to establish that automatic language habit, before presenting other uses that may be confusing to the student.

C. Timing of speech and action in the situational teaching of verbs.

1. Demonstrate the timing of speech and action for imperatives, present ____ing tense, various ways of expressing future time, Simple Past tense, Present Perfect tense.

   Give the instructors an opportunity to practise these demonstrations.

2. Discuss the importance of accurate timing of speech and action in the presentation and practice of verbs

XXIX Fluency First Program: Placement of Students.

A. Two steps in placement:

1. whether to be in Fluency First at all;
2. whether to begin at Stage I or Stage III.

B. Problems of testing Fluency First students.

C. The Practical Placement Instrument. (See page 133.)

1. Objectives
2. Description of the interview
3. Analysis of sections and questions
4. The "Oral Rating Form"
5. Placement in a Fluency First course.

XXX Dialogue Teaching: A Foreign Language Demonstration

A. Demonstrate a short dialogue, representing a conversation between two persons in the same language used in Topic XVII.

The purpose of this demonstration is to show how a natural conversation can be presented, comprehended, practised, and learned, without translation or explanation; also, to show the difference between dialogue learning and sentence pattern learning, yet the relationship that should exist between the two types of oral English learning.

B. Discuss, bringing out the following points:

1. situational presentation;
2. conversational subject matter;
3. use of simple sentence patterns as taught in structural lessons; the language is controlled - not so diverse that it is difficult to learn;
4. the total length of a dialogue and the length of individual speeches - short;
5. an initial check to ensure that the vocabulary is known;
6. several repetitions of the whole dialogue, first;
7. repetitions of each speech by the whole class;
8. division of the class into as many groups as there are speakers in the dialogue;
9. several repetitions by the groups;
10. attempts by individuals;
11. use of prompt words;
12. memorization by instructor: speeches must be the same each time.

XXXI Dialogue Teaching, #2

A. Application of a memorized dialogue to other situations.

Demonstrate the teaching of an English dialogue (from A Plan for Fluency First, pp. 147-154) and its application to real-life conversational situations by means of a few changes in names and words.

B. Discuss, bringing out the following points:

1. Purpose. Emphasize the function of the dialogue as a mid-way point in transfer from controlled, imitative sentence pattern practice to conscious choice in applying learned language to life situations.

Point out also the value of dialogues in developing natural, fluent English speech habits. Emotions, such as surprise, anger, pleasure, etc., can be conveyed through intonation, exclamations, and gestures that accompany the speech.

2. The value of some kind of "classroom characters" to represent the speakers in both presentation and practice; shyness is lessened as the students "speak through the characters".

3. The steps in presentation and practice, and the reasons for each step.

4. The use of visual as well as verbal "prompts".

5. The need for frequent repetitions of a dialogue after the initial presentation and practice.

6. The preparation necessary for dialogue teaching.

C. Dialogues in Enrichment Materials.

Emphasize the intention of using these dialogues with Stage III students and the value of the real-life situations in these dialogues.

D. Similar dialogues to accompany Structural Practice, Stages I and II.

1. The language should be taken, for the most part, from the structural lessons. Social formulas are frequently added.

2. A good beginners' dialogue is short, repeatable, memorizable, transferable.

Practicum: Dialogue Teaching

Be sure that the instructors have grasped:

1. the steps in dialogue presentation and practice;

2. co-ordination of speech and action;

3. the notion of incorporating sentence patterns from the structural lessons into conversational dialogues;

4. the notion of transfer from a memorized dialogue to a controlled conversation using the same patterns and framework.

XXXII The Instructor's Speech

By this stage in the course the instructors themselves will probably be able to suggest what is important to remember about their own speech in the classroom. These points should emerge from a discussion:

A. Control.

Just as the students are gaining automatic language habits in English, so the instructors can gain the habit of controlling their own speech, limiting themselves to sentence patterns, vocabulary, and formulas already known by the students or to other language items that can be demonstrated situationally without distracting from the original reason for speaking.

B. Simplicity.

The absence of extraneous speech will help the students focus on the material to be mastered.

C. Clear articulation.

D. Pronunciation (including intonation, stress, and rhythm) that is a good model for the students to imitate.

E. Limited amount.

The purpose of Fluency First lessons is to help the students learn to speak English. They should have a chance to do more talking than the instructor. The proportion 3-1 is often used as a rough guide to the relative amount of class time to be used for students' speech and instructor's speech; if the instructor speaks during more than 25% of class time, he is not giving the students enough practice time.

F. Moderate volume.

An instructor's speech should be loud enough to be heard by every student without straining, but not so loud that it is offensive to the Indian students.

G. Rarity of idioms and slang.

Idioms are among the most confusing language items to students of a second language. A few idioms make the language lessons amusing, but too many may leave the students bewildered. (Give some examples, asking the instructors to imagine what sentences like "You've got to pull up your socks" or "We have some time on our hands" mean to ESL learners, who tend to interpret them literally.)

XXXIII Using the Pronunciation Tapes

A. Differing student needs.

The method of using the pronunciation tapes depends on the circumstances of the students' needs, e.g.,

1. The whole series of tapes may be used as part of a long-term program of improvement.

2. Particular tapes may be singled out for use if the general level of pronunciation is satisfactory but certain sounds need improvement.

3. If everyone needs pronunciation practice, the whole class may work on the sounds, using the tapes for practice as often as necessary.

4. If most students have no difficulties, work with the tapes may be assigned to an individual who does need practice.

B. The instructor's role.

The tapes in themselves are insufficient; assistance is needed from the instructor.

1. Similar types of exercises should be tried in class or with an individual first.

2. The instructor should show the students how to produce the sounds.

3. The instructor should listen to the students' responses from time to time, indicate when they are improving, coach them if necessary, and encourage them to persist.

   When a student feels he is ready, the instructor can give him an opportunity to say other words and sentences containing the same sounds, to test his improvement.

4. The instructor may indicate a sensible stopping point in the tape, suitable for one session of pronunciation practice, if the tapes prove to be too long.

C. Reinforcement

1. When the students have successfully worked on certain sounds, they should be "held responsible" for those sounds during all their oral English work.

2. Students should have continued opportunities to listen to their own speech critically. (Refer to the suggestions in the introductory notes to Structural Practice, Stages I, II, III, concerning the production of "radio broadcasts". The dialogues in Enrichment Materials are also a good source of material to record for this purpose, because the students have much opportunity to practise the speeches of a dialogue before making a tape-recording.)

XXXIV Fluency First Program: Organization of a Course

A. Different possible arrangements, depending on needs and facilities, e.g.,

1. a whole day, or evening, of varied work, as suggested in A Plan for Fluency First;

2. BLADE study plus a special oral lesson for those who need it (an additional instructor needed);

3. other possibilities necessitated by circumstances described by the instructors.

B. Variation of language learning knowledge and ability among the students.

1. original plan for a Unit Track and Lesson Track;

2. practice activities in individuals, pairs, and small groups, without constant supervision by the instructor; practical assignments (e.g., measuring, making scrapbooks, etc.) as a foundation of experience;

3. tape recorder use;

4. using the abler students to help prepare situational materials, such as shop, post office, etc., for use by the whole class, making sure that there is opportunity for language development in this activity.

C. The need for students to understand the objectives and methods of their course: "The Talking Hour".

D. Remedial needs of students who enter Fluency First at Stage III:

1. Describe the language characteristics of the typical Stage III entrant.

2. Examine the review exercises in Unit I of Stage III and discuss diagnosing the students' errors in these exercises.

3. Show how exercises from Stages I and II may be used for effective remedial practice if the diagnosis is accurate.

(a) If an error is made by the whole class, the remedial exercise can be used as class work.

(b) If an error is made by an individual, only that student needs the remedial exercise; it may be recorded on tape for him.

(c) When it becomes necessary to refer constantly to exercises in Stages I and II for remedial work, an instructor suspects that the student - or the whole class - is not really ready for Stage III work.

XXXV Visual Materials in Situational Teaching

A. Importance

1. for demonstrating the meaning of words, sentences, and structural items;

2. for providing something for the students to speak about.

B. Types of materials.

1. Give examples and discuss how they may be obtained. Valuable suggestions are found in Lee and Coppen, Simple Audio-Visual Aids to Foreign Language Teaching, especially pp. 8-41.

   a. real objects
   b. artifical objects made for the occasion
   c. pictures - collected or drawn
   d. scrap materials. Discuss what is probably available in a small northern community and what these scrap materials can be used for.

2. Emphasize the idea that visual materials for language teaching do not need to be expensive or commercially produced. In fact, commercially produced materials may awaken very little student interest, especially if they appear divorced from the students' experience.

C. Use of the materials: collecting, making, storing, handling.

1. Student participation in collecting, sorting, and making, and arranging: an opportunity to apply their new knowledge of English words and sentences.

2. Need for orderliness: labelled containers.

3. Focussing attention on those materials needed for the presentation and practice; other materials put away.

4. Placing materials where they can be seen and used as required by the language item to be taught.

5. Using a picture effectively.

6. Co-ordinating speech and action.

XXXVI Evaluation ("The Pause to Consider")

Part 1

The instructors in this course have many opportunities to evaluate their own learning progress during the practical demonstrations, especially when they see their own performance on videotape.

Before the final week of the course begins, it is suggested that time be taken to be sure that the instructors have a clear understanding of the various topics already covered in the course, so that any misunderstandings can be dealt with.

One way to do this is to prepare an "objective" quiz based on the specialized terminology that has been used. After the instructors have completed the quiz and while they are checking their answers, explanations can be given informally whenever there is doubt or confusion.

For this purpose, a list of some of the specialized terminology that Fluency First instructors need to understand is included here, according to general topics (that overlap to a certain extent).

A. Language and TESL

mother tongue
second language
TESL/ESL
native-speaker
medium of instruction
literacy/literate/illiterate
functional literacy
grammar
structure
interference
phonology
vocabulary
lexical
significant distinctions
receptive/productive skills
primary/secondary language skills
contrastive analysis
sentence pattern
substitution
substitution table
slot
situation
formula
cue
repetition
imitation
context
reinforcement
gesture
contrast
dialogue
critical/non-critical errors
presentation
drill
demonstration
model sentence
recognition
recall
cumulative review
timing of speech and action

B. English structure

a structure
pattern
inflection
identification pattern
descriptive pattern
yes - no question
alternative question
open question
question word
copula
modal
"24 friends of not"
content word
structure word
structural item
regular/irregular forms
gender
number
tense
contraction
short form/short answer
tag question
countables/uncountables
place words and phrases
time words and phrases
phrasal verbs
two-word verbs
causative verbs
verbs of sensation
complement
auxiliary
the names of the tenses
quantity words
frequency words
relativity words
meaningless "it"
"there" as subject
sequence words
cardinal/ordinal numbers

C. Phonology

phoneme
phonetic/phonemic symbol
diphthong
consonant
vowel
consonant cluster
minimal pairs
voicing/voiced/unvoiced
initial/medial/final position
environment of a phoneme
stress
intonation
rhythm
2 basic tunes of English

D. Fluency First

the Fluency First program
a Fluency First course
Stage I, II, III
a Stage III student
Practical Placement Instrument
Oral Rating Form
BLADE

Part 2

This may be a suitable time to view the short (11-minute) film about English-medium ESL instruction (of children) entitled "The Activity Way" and to discuss the contents of the film. (Made originally for Batu Lintang Teachers' College, Kuching, Sarawak, Malaysia. A private copy is available for the Fluency First instructors' course.)

XXXVII The Relationship of Fluency First to BLADE

A. Discuss the question of optimum timing for the introduction of reading and writing into an oral English course.

1. diverse opinions of experts;

2. impossibility at present of the early introduction of Fluency First students (Stage I) to BLADE:

3. psychological desirability of starting certain kinds of reading and writing work quite early in the oral course.

B. Suggest a temporary expedient until further development of Fluency First is completed.

1. Necessary elements:

(a) simplified instructions for using the tape recorder and listening to tapes;

(b) simplified instructions for the introduction of sound-symbol relationships in the same way as in BLADE, but using words already learned orally;

(c) simplified instructions for the introduction of reading and writing the number symbols from 1 - 10.

2. Dangers:

(a) The whole purpose of Fluency First will be lost if there is a misguided attempt to push a student who does not know English well into a BLADE course without special instruction and without language modification.

(b) The content and method of BLADE should not be tampered with; only the language of the instructions should be modified.

C. Stage III students should have no difficulty beginning a BLADE course with the help of the structural practice, pronunciation drills, and other oral language activities of Fluency First.

XXXVIII Informal Oral Language Activities

A. Value

1. Change of pace after intense concentration;

2. Reinforcement: an opportunity to use the language items that have been practised more formally in a structural lesson;

3. Transfer: these activities are a stage between imitative production and conscious choice in the independent use of the language items;

4. Development of fluency and natural speech.

B. Some types of activities:

1. Games
2. Riddles
3. Applied dialogues
4. Interviews
5. Story-telling and acting
6. Mini-visits
7. Crafts and other recreational activities; preparing articles for situational practice
8. Singing
9. "Teaching the Teacher"
10. Producing "radio broadcasts"
11. Other suggestions. (In addition to the instructors' own suggestions, see also A Plan for Fluency First, pp. 76-101, third column entitled "Topics, Dialogues, and Activities".)

XXXIX Singing

A. Value

1. Enjoyment and interest.
2. Development of fluency.
3. Some vocabulary expansion.
4. Reinforcement of comprehension and pronunciation skills; structural reinforcement, if the songs are carefully selected.

B. Selection of songs

1. Suitability for adults.
2. Language items that have just been learned.
3. Easily learned tunes.

C. Methods

1. Short sessions, even for teaching a new song.
2. One or two known songs used as "breaks" between periods of hard oral work.
3. Teaching a new song:

    a. Know the song well.
    b. Demonstrate the song first - both words and music - to stimulate interest.
    c. Show the general meaning situationally.
    d. Help the students learn to say the words correctly.
    e. Let the students imitate a line or two of your singing at a time, gradually putting the lines together.
    f. Find opportunities to try a new song again frequently until the students are very familiar with it.
    g. Avoid like the plague slow, mournful, dragging singing.

XL Evaluating the Students' Progress

A. Reasons for evaluation:

1. to aid the instructor in planning the right work for the whole class and for individuals;

2. to let the students become aware of how much they have learned and what they still have not mastered.

B. Ways of evaluating oral progress.

(Refer to the suggestions in "Evaluation and Review", pp. xxiv-xxvi, of the introductory section of Structural Practice.)

1. records of an individual student's difficulties and improvement;

2. grading 1 or 0 for each response; a permanent record of scores;

3. individual tape records with periodic entries.

C. Times to evaluate

1. daily;

2. weekly (?);

3. at the end of work on a pattern;

4. at the end of a Unit.

D. Demonstrate a simple cumulative review of related sentence patterns.

A question-and-answer sequence, including an open question, an alternative question, a yes-no question with a no answer, and a stressed open question, provides a reasonably natural "conversational" framework that can be adapted to many structural items, e.g.,

Q	A
What's that?	It's a bear.
Is it a black bear or a brown bear?	It's a black bear.
Is it a brown bear?	No, it isn't.
What IS it, then?	It's a black bear.

E. Discuss, bringing out the following points:

1. Several related patterns can be revised together (after they are all learned), thus making a fairly natural "conversation".

2. Cumulative reviews are usually given before going on to work on the next structure.

3. Evaluation of the students' ability to handle cumulative reviews indicates whether they are retaining their knowledge and developing automatic language habits.

4. Cumulative reviews are situationally based: the students talk about <u>things</u> or <u>actions</u> that they experience in some way.

5. The instructor demonstrates one complete question-and-answer sequence first; then he asks all the questions and the students answer; lastly, he prompts some students to ask the questions while others answer.

6. For review purposes, choral responses will precede individual responses; for evaluation purposes, the responses must be by individuals.

XLI Stories, and Other Comprehension Activities

A. Value.

1. Interest and enjoyment
2. Vocabulary expansion
3. Reinforcement of structural patterns already learned
4. Development of the skills involved in comprehending and expressing protracted speech.

B. The pre-story stage.

ESL beginners have too little knowledge of English to permit the comprehension of a story. Dialogues, monologues, riddles, and games, as well as the structural lessons, prepare them for listening to stories.

C. Kinds of stories to use.

1. Short stories, at first very short.
2. Stories that are composed almost entirely of vocabulary and sentence patterns that the students have already learned; in the more advanced stages of Fluency First, less control of language is possible.
3. Stories composed about events within the experience of the students; a wider range of subjects is possible in the more advanced stages of Fluency First.
4. Humorous stories, if possible.
5. Refer to the short stories in Carson Martin's books, An Introduction to Canadian English, especially to the "Keep Smiling" anecdotes. Although these are directed towards urbanized New Canadians, they are examples of good length and humour.

D. Methods.

1. Situational illustration.
2. Several repetitions, told expressively.
3. Comprehension questions, including questions that require repetition of conversational sentences from the story.
4. Activity based on the story; acting out the story, for instance, assists students to understand it fully.
5. Sometimes, re-telling of the story by the students; this may be done as a co-operative activity.

E. Comprehension questions

1. Discuss Gurrey's three stages of questioning:

   a. questions requiring answers that are contained within the wording of the story;
   b. questions requiring answers that can be inferred from the story;
   c. questions requiring answers about the students' own life, experience, and knowledge, in relation to the story.

2. Discuss the suitability of the three stages of questioning for Fluency First students. Beginners are limited by their restricted knowledge of English to stage 1 questioning. An instructor should not ask a question that requires language patterns as yet unlearned by an ESL student.

XLII The Instructor's Planning and Preparation

A. Planning the tot.. teaching time.

1. The structural lesson is only part of the ESL instruction in a Fluency First course. Other items to plan for are:

   a. opening activities - starting the day's work;
   b. pronunciation practice;
   c. dialogues and related work;
   d. informal and language activities, such as games, songs, mini-visits, etc.;
   e. reviews and "tests".

2. A daily routine is useful and time-saving; it should be flexible enough to accommodate special events or unexpected circumstances.

3. Both instructor and students need an alternation in the type of work between periods of intense concentration and more relaxed activities.

4. Good ESL instructors learn to estimate the time that should be spent on an one activity, so that the day's program will have variety and interest.

5. Whenever an instructor intends to give special help to one individual or a small group for a while, he has to plan useful learning activities for the other students.

B. Preparing for the structural lesson.

As the "core" of ESL instruction, the structural lesson requires very careful preparation if it is to be effective.

1. Careful reading of the whole unit first, then of the work for one pattern.

2. An estimate of the amount that may be accomplished in one session.

3. Knowledge of the objective of each exercise.

4. Selection of vocabulary to be used in the practice; preparation of ways to teach that vocabulary, if necessary, before the pattern presentation.

5. Collection of all the necessary visual materials.

6. Careful practice of the Introduction Example, so that it can be presented convincingly to the students. Experienced ESL instructors know that the best kind of preparation is to practise the speech aloud, while using the visual materials, so that speech and action are co-ordinated.

7. Understanding of the type of structural drill and, therefore, what must be done to stimulate the students' responses.

8. Adaptation, if necessary, in the content words of the practice sentences according to the students' knowledge of English vocabulary.

9. Preparation of extra examples for the students' practice, if additional sentences seem to be required.

C. Preparing for any other oral language activity,

1. Well prepared oral language activities will be effective and enjoyable; poorly prepared activities will produce an opposite result.

2. Preparation involves knowledge of the objective, learning the speech that is to be presented, collection of the visual materials that are needed, practice in co-ordinating speech and action, planning of the method for carrying out the activity.

D. Written plans.

The most important part of planning and preparation is not the writing of a daily plan or a lesson plan, but clearly written outline notes do help an instructor to remember what he intends to do. Afterwards, they will also provide a record of what has been done if the instructor takes the time to note what was actually accomplished.

Written records are especially important when some students are doing individually assigned work.

XLIII Fluency First Program: Field Testing

A. The kinds of information needed from field testing for further development of the Fluency First program.

B. Practical questions about the field test, such as getting materials, reporting information and results, and arranging for consultation.

Final Evaluation

A. The most important kind of evaluation at this point is the instructors' own evaluation of the course and what they have learned.

B. A second quiz, like the one suggested for topic XXXVI, may be used on the final day of the course. In addition to questions about special terminology a few practical problems concerning a Fluency First course could be posed in the quiz.

C. As was noted previously, the instructors' practical work on the relationship of Fluency First to BLADE is, in fact, evaluatory of their grasp of the work done in this course. The same is true of the instructors' practical work on finding exercises in Stages I and II of Structural Practice to be used for remedial practice by Stage III students who make structural errors in the review exercises of the first unit.

Learning Activities

(Unless otherwise specified, the reading references are for books and articles named in full in the "List of References" which follows on page 120.)

I The Nature of Language

(a) Read "Theory of Language", pp. 1-22, Brooks (2).

(b) Read "Introduction", pp. 1, 2, 5-14, 16, Kehoe (13).

(c) Read "About Language", pp. 1-5, Pittman (27).

(d) Collect some definitions of language from your reading.

II Traditional Indian Culture and Culture Clash

(a) Identify the Indian cultural groups served by your training institution, and the languages spoken by them. Refer to Linguistic and Cultural Affiliations of Canadian Indians (4).

(b) Read "Culture", pp. 1-23, Young (38).

(c) Read "How to Compare Two Cultures", pp. 110-123, Lado (14).

(d) Read three articles about Chipewyan Indians near Churchill, pp. 1-31, MUSK-OX (37).

(e) Scan Symington (35) and read what interests you.

(f) Scan Chance (5) and read what interests you.

(g) Scan Sheffe (30) and read what interests you.

(h) Meet in small groups to discuss the implications of students' cultural background for instructor attitudes.

III Knowing a Language

(a) Read "The Bi-Lingual Speech Community", pp. 155-172, Darnell (6).

(b) Read "Fluency First" (Basic Literacy Seminar paper), pp. 1-4, Mullen (21).

(c) Read "On Learning a Foreign Language as an Adult", pp. 1-3, Fries (9).

(d) Meet in small groups to pool experience of language use in the North and motives for learning English.

(e) Read pp. 10-12, Pittman (27).

IV The Sound System of English

(a) Do the following exercises from Stevick's Workbook (33):

p. 10, Ex. 1;
p. 13, Ex. 8 and 9;
p. 14, Ex. 13.

(b) Read Unit 1, pp. 1-5, of Martin, Book 1 (18), and practise aloud the intonation, stress, and rhythm of the sentences printed in bold type.

(c) Practise aloud the marked conversations on pp. 12, 67, 86, of Martin, Book 1 (18).

(d) Meet in small groups to compare the way you each say the words listed on Work Card #1. (See page 124.)

V Adult Learners

(a) Read "How Adults Learn", Soutar (31).

(b) Meet in small groups to discuss the implications of these adult characteristics for a Fluency First class.

VI & VII Literacy and BLADE

(a) Listen to the BLADE "Tape-Text Orientation" tape.

(b) Read "The Cueing System" from the BLADE program.

(c) Examine the BLADE materials, especially at Level One.

VIII —

IX The Sounds of English

(a) Practise reading the words represented by Fluency First phonemic symbols on Work Card #2. (See page 125.)

(b) Write out the English words represented by phonemic symbols on Work Card #2. The answers are on the back. If you have difficulty, try Work Cards #3 and #4. (See pages 127 and 129.)

(c) Make a tape recording of some of the sentences marked for stress in Structural Practice, Stage III, pp. 269-271.

(d) Make a tape recording of some of the sentences for practising rhythm groups in Structural Practice, Stage III, pp. 267-268.

(e) Read the instructions about the intonation of tag questions in Unit II of Structural Practice, Stage III, and practise the intonation aloud. Add these sentences to your tape recording when you are ready.

X What Grammar Is

(a) Read "One Important Feature of Structure Explored", pp. 19-21, and "The Structural Words", pp. 28-33, Pittman (27).

(b) Read pp. 97, 98, Stevick's Workbook (33).

(c) Scan pp. 99-124 of Stevick's Workbook (33), and if you want to, do the exercises in any section that particularly interests you.

XI Sentence Patterns and Substitution

(a) Read pp. 74-78 of Stevick's Workbook (33) and do the exercises on pp. 75, 76.

(b) Write at least 3 sentences in the same pattern as each of the sentences on Work Card #5, making substitutions for the underlined words only. Note that some sentences require substitution in more than one place. (See page 131.)

(c) Re-write one of your series of sentences prepared for Work Card #5 in the form of a neat substitution table.

XII What Grammar Isn't

(a) Read "Dealing With Mistakes in Grammar", pp. 118-123, Stevick's Helping People Learn English (34).

(b) Read 3 sections of Ch. 2, pp. 14-17, Pittman (27).

(c) Use Work Card #6 to make two lists of the errors, one showing grammatical mistakes that will not affect intelligibility very much and the other showing the grammatical mistakes that may affect accurate expression and comprehension of English. Be prepared to explain your decisions. (See page 132.)

XIII The Sounds of English: Interference

(a) Read "Interference", pp. 62-68, Kehoe (13).

(b) Read Ch. 3, "What is the Cree Sound System?", pp. 9-13, Soveran (32).

(c) Read "The Pronunciation of Phrases and Sentences", TESOL (36).

(d) Meet in small groups to discuss examples of interference from any other language in the English speech of people you know who have learned English as a second language, and make a list of these examples.

XIV Learning a Language

(a) Read "Situational Language Teaching", pp. 1-8, Billows (1).

(b) Read "What Language Learning Is", pp. 14-18, Stevick, Helping People Learn English (34).

By now the instructors should know one another well enough to form themselves into congenial groups of three or four to work together for the various practical assignments.

Each group should choose one of the practical tasks in each section and make themselves responsible for planning, collection or making of visual aids, and practice of the demonstration so that any one in the group can be asked to give the demonstration.

XV What is TESL? (#1)

For the Practicum on Situational Demonstration

Each group should choose one of the groups of words below and prepare a demonstration of how they can be taught situationally. Collect or make any simple visual aids you believe are necessary.

a. one, two, three, four, five

b. red, yellow, green, blue, orange

c. big, short, loud, full, smooth

d. dog, cat, cow, hen, pig

e. walk, talk, count, point, eat

XVI What is TESL? Structural Approach

Examine the sentence patterns shown in column 1 (Objectives) of "Model of Pattern-Sequencing: Small Wheeled Toys", pp. 107-122, LEREC, Mullen (22).

Write out one example sentence for each pattern in the same series of 31 objectives, using the nouns box, bowl, cup, basket, instead of car, bus, truck, plane, along with the colours. Where appropriate, indicate also the necessary question, putting the instructor's question or answer in parentheses. Do not try to write out the total conversation, however.

In #30 and #31 choose a classification word you think is appropriate.

Notice that in LEREC a "recreation leader" takes the place of an "instructor".

XVII -

XVIII Formulas

Meet in small groups to prepare a list of standard formulas that you believe are necessary and useful in a Fluency First course with adults who do not know any English. Organize them for quick reference in the sections shown below and write them on flip chart pages for easy presentation to the whole group of instructors.

(a) instructor's (commands) and requests;
(b) students' (commands) and requests;
(c) social expressions;
(d) praise, encouragement, and correction;
(e) instructor's and students' standard questions;
(f) other.

XIX Presenting Sentence Patterns

The small groups will work together so that any member of the group can demonstrate the following presentation:

Your students have already learned the pattern It's a _____ with the stimulus question What's this?. Present 3 new words using the same What's this? question; then present the new stimulus question What's that?, using the new words in the same It's a _____ pattern.

XX Practice of Sentence Patterns

(a) Imagine that you have just finished presenting the sentence pattern It's a _____, with the content words pencil, chair, table, book, box, and cup, using the stimulus question What's this?, as the first lesson of a Fluency First course.

Go on now to demonstrate the practice of that pattern and those words. Make sure that all of your "students" have easy access to each one of those objects.

Include a recognition exercise first, using the formula Show me a _____ to get two types of student responses, and then go on to the recall exercise in which the students answer your What's this? stimulus question.

(b) For the Practicum on Sentence Pattern Presentation and Practice, be prepared to demonstrate the entire lesson in which It's a _____ and the content words listed in (a) are presented and practised with the stimulus question What's this?.

(c) Work with your small group to produce a picture booklet of familiar objects that can be used at the beginning of a Fluency First course with the question What's this? and the pattern It's a _____. Put one picture on a page. You may draw it or cut it out of a magazine or a catalogue. Some suggestions for booklet topics are:

- classroom objects;
- a house and objects connected with it;
- animals;
- kinds of transport;
- articles of clothing;
- toys;
- kinds of food.

XXI Teaching English Sounds, #1

(a) Identify which pairs of words on Work Card #7 are minimal pairs. (p. 133)

(b) Compose lists of 5 minimal pairs for each of these sound contrasts:

1. /s/ - /š/
2. /p/ - /b/
3. /i/ - /I/

Try to choose words often used in English conversations.

(c) For the Practicum on Pronunciation Teaching, prepare a demonstration of the recognition stages of a minimal pairs drill for one of the

pairs of sounds listed in (b). Use no more than 6 pairs.

XXII Fluency First Program: Objectives and Materials

(a) Read the "Introduction" and "Notes on Structural Practice", in any stage of Structural Practice.

(b) Read the table of contents in each stage of Structural Practice and scan the contents of the books to note the development of language complexity.

(c) Familiarize yourself with the three sets of books recommended for additional exercises in order to be able to find references to exercises in them.

XXIII Types of Structural Drills

(a) For the Practicum on Structural Drills, each work group should prepare one of the types of structural drills, as presented in Structural Practice. (Suitable drills will be suggested.)

(b) Scan Ch. 8, "Structure in Our English Lessons", pp. 142-170, Pittman (27).

XXIV Teaching English Sounds, #2

(a) The following sound contrasts were selected for practice in the pronunciation tapes prepared for use with Structural Practice, Stage III: /i/ and /I/; /t/ and /θ/;

/ʤ/ and /d/; /æ / and /ɛ /;

/p/, /t/, /k/ and /b/, /d/, /g/;

/s/, /z/, /θ/ and /t/, /d/, /ð /;

/ɛ/ and /I/; /e/ and /ɛ /;

/f/, /v/, /p/ and /b/;

/s/, /ʃ/, /ʧ /.

Examine Units I and II of Structural Practice, Stage I, to find words a beginner will learn that contain those sounds. Prepare lists of those words so that they will be available to you for preparing pronunciation drills for Fluency First beginners who need help.

(b) Scan Ch. 4, "Teaching the Sounds of English to Cree Speakers", pp. 14-56, Soveran (32).

XXV -

XXVI Teaching of Intonation, Stress, and Rhythm

Be prepared to demonstrate:

(a) tapping or clapping the rhythm and stress for these sentences:

It's a table.
That's a cup and this is a saucer.
I can buy them a book.
I have three books, but I don't have a pen.

(b) using your hand to show the intonation of these words and sentences:

What's this?
Where are you going?
Is that a bear?
Do you know him?
cars, trucks, buses, and planes
I bought some flour, sugar, and coffee.

(c) using a "backward build-up" with these sentences:

We have a Christmas party once a year.
Lily often eats jam on her bread in the morning.
My sister always makes stew over a campfire in the summer.

XXVII Vocabulary Teaching

(a) Examine the list of nouns on p. 39 of Structural Practice, Stage I, and add any other nouns you think would be suitable for the first two units of a Fluency First course. Select them because they can be used naturally in classroom situations and because the instructor and students will need to use them.

(b) Which of those nouns (those already listed and also those added by you) are more appropriate for use with this and which are more appropriate for use with that?

(c) Which of those nouns are more useful for the presentation and practice of the plural pattern They're _____, as taught in Unit II?

XXVIII English Verbs

Scan either "Verbs and Verb Patterns", pp. 1-15, Hornby (12), or "The Twenty-Four Friends of 'Not'", etc., pp. 21-27, Pittman (27).

XXIX Fluency First Program: Placement of Students

(a) In order to understand better the use of questions in the Practical Placement Instrument, each work group will develop its own set of Section B questions related to a different story-picture or will prepare an extra story for Section C.

(b) If you have some knowledge of a language other than your mother tongue, rate your own oral ability in that language according to the "Oral Rating Form".

XXX --

XXXI Dialogue Teaching

For the Practicum on Dialogue Teaching

One work group should have the task of setting up a "shop", complete with all kinds of products that would normally be on sale in a northern general store. Empty cartons, tins, etc., may be used. Prices should be marked on each item, and a price list for the wall is also useful. "Money" should be made for use during the dialogues.

The other work groups will each prepare a short dialogue for two speakers, containing not more than 8 speeches including greetings, if used. The dialogues should be suitable for use by Fluency First students at various points during their Stage I work. Formulas such as please, thank you, hello, good-bye, here you are, should be used along with words and patterns as suggested below:

Dialogue 1: I want.../Do you want...? + numbers with plural nouns.

Dialogue 2: How much does _____ cost?
It costs _____.

Dialogue 3: _____ or _____;
this one, the other one, a (yellow) one;

Dialogue 4: They cost _____ (dollars/cents) each.
all together;
Here's your change.

Any member of a group should be prepared to demonstrate the dialogue and then to get the "students" to practise the same dialogue with other content words in the "shop".

XXXII The Instructor's Speech

In all the presentations you prepare during the rest of this course, try to control your own speech, as discussed in this topic.

XXXIII Using Pronunciation Tapes

Listen to any one of the Fluency First pronunciation tapes, giving all the responses that are asked for.

XXXIV Fluency First: Organization of a Course

(a) Each work group will select one of the seven review exercises ("Patterns") in Unit I of Structural Practice, Stage III, will consider what errors may be made in responding to each item, and list exercises in Stages I and II that can be referred to for remedial practice if errors are made.

(b) Read Ch. III, "Instructional Arrangements", pp. 126-165, in A Plan for Fluency First, keeping in mind that the reading, writing, and mathematics work that is mentioned has not been developed.

XXXV Visual Materials in Situational Teaching

Read Ch. 2, "Aids in Oral Work", pp. 8-41, Lee and Coppen (16). Try to apply the ideas contained in this chapter to the needs and opportunities of Fluency First students in a small northern community.

XXXVI --

XXXVII The Relationship of Fluency First to BLADE

(a) Discuss in your group reasons for beginning the reading and writing work of Fluency First with numbers rather than letters and words.

(b) Write out the way you would present the reading and writing of one of the next words after man (e.g., pan, can, cat), according to the model given for man, and practise your presentation.

(c) Read "Language Use in LEREC", pp. 21-32, LEREC, Mullen (22).

(d) Read the notes on "Instructions for Operating a Tape Recorder" and the procedures for "Tape Recorder Practice."

Then practise presenting one section of "Tape Recorder Practice" in two ways: first, using the simplest Level 1 language only; second, using some of the suggested Level 2 and 3 language.

XXXVIII Informal Oral Language Activities

(a) Scan Ch. 2, "Oral Games", pp. 13-64, and Ch. 3, "Pronunciation Games", pp. 65-85, of Lee (15). Remember that not all of these games are suitable for adults.

(b) Play a game of "vocabulary bingo".

(c) Prepare to demonstrate an easy oral language game or some riddles during the Practicum on Informal Oral Language Activities.

XXXIX Singing

Scan the books of songs that are available, find one song that you like and that you consider useful and suitable for a Fluency First class, and be prepared to teach it during the Practicum on Informal Oral Language Activities.

XL Evaluating the Students' Progress

Using the following simple question-and-answer sequence as a model, prepare a cumulative review for one of the following sentence patterns. You may change the pronouns, but you should keep the same tense. Write 3 examples of the question-and-answer sequence for the sentence pattern you choose.

Model. Sentence pattern: It's a black bear.
Q A

Open question. What's that? It's a bear.

Alternative question. Is it a black bear or a brown bear? It's a black bear.

Yes-no question. Is it a brown bear? No, it isn't.

Stressed open question. What IS it, then? It's a black bear.

Sentence patterns:

1. She's baking a cake.
2. The net is in the boat.
3. He caught ten fish.
4. We'll go to town tomorrow.

XLI Stories

(a) Scan the contents of Enrichment Materials, noting in particular the kinds of comprehension questions asked.

(b) Read the stories and the "Keep Smiling" anecdotes in An Introduction to Canadian English, Teachers' Handbooks 1 and 2. The Table of Contents shows where to find them.

XLIII Fluency First Program: Field Testing

Examine "Objectives for Field Testing", paying special attention to the questions that developers hope can be answered at least in part, by experience in field test centres.

List of References for Learning Activities
(See page 107 for list of Learning Activities)

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Work Card #1

How do you normally say the following words?

Does everyone else you know pronounce the underlined words in the same way?

Can you all be understood even though you pronounce these words somewhat differently?

What are some reasons for the different pronunciations?

1. daughter
2. father
3. psalm
4. measure
5. bird
6. which
7. roof
8. out
9. can't
10. dog
11. either
12. root
13. Mary/merry/marry
14. beer
15. water
16. twenty
17. bottle
18. laugh
19. going to
20. ate

Think of some other words that may be pronounced differently by different speakers of English.

Work Card #2

1. ʧɪp
2. nɪt
3. θɪŋ
4. ðaɪ
5. wən
6. naɪs
7. θæŋk
8. men
9. rɪðm
10. hɪz

(Answers on the back.)

Answers for Work Card #2.

1. chip
2. neat
3. thing
4. thy
5. one; won
6. nice
7. thank
8. main; mane
9. rhythm
10. his

(Remember that this type of exercise is for your practice only, in learning about English sounds; it is not an exercise for Fluency First students to do.)

Work Card #3

1. ʃ u
2. aɪs
3. ð o
4. d u
5. d ə z
6. n a k
7. p ʊ t
8. l e d
9. ɪ z
10. k ʊ d

(Answers on the back.)

Answers for Work Card #3

1. shoe
2. ice
3. though
4. do
5. does
6. knock
7. put
8. laid
9. is
10. could

(Remember that this type of exercise is for your practice only, in learning about English sounds; it is not an exercise for Fluency First students to do.)

Work Card #4

1. naɪf
2. θaɪ
3. kɪ
4. šɪp
5. peǰ
6. θɪŋk
7. non
8. ek
9. mez
10. gɛs

(Answers on the back.)

Answers for Word Card #4

1. knife
2. thigh
3. key
4. sheep
5. page
6. think
7. known
8. ache
9. maize
10. guess

(Remember that this type of exercise is for your practice only, in learning about English sounds; it is not an exercise for Fluency First students to do.)

Work Card #5

Write at least 3 sentences in the same pattern as each of the following sentences, making substitutions for the underlined words. Note that some sentences require substitution in more than one place.

1. It's red.

2. Is she sleeping?

3. Is she sleeping?

4. He likes oranges.

5. He likes to eat.

6. He likes to eat oranges.

7. They have lived here for two years.

8. Give me the cigarettes, please.

9. Give me the cigarettes, please.

10. Give me the cigarettes, please.

Work Card #6

Which of the grammatical errors in these sentences will probably not affect intelligibility very much, and which are likely to affect intelligibility - in expression or comprehension - seriously?

1. Them dogs are always barking.

2. George give me a cigarette.

3. (talking about Mary) He don't speak English.

4. (talking about George) He don't speak English.

5. Jimmy almost see a wolf.

6. You done good.

7. I am very interesting in that.

8. I sure like to drink beer.

9. Call up him on the phone.

10. When he will come, he will finish the job.

Work Card #7

Which of these are minimal pairs of words? Be prepared to explain your answers.

1.	mat	math
2.	coal	cold
3.	food	foot
4.	buy	by
5.	wool	whole
6.	many	money
7.	breath	breathe
8.	backed	pact
9.	through	threw
10.	though	toe

Equipment for the Instructors' Course

A. Books.

1. Copies of all the Fluency First books and tapes.

2. Copies of the three recommended texts for additional exercises. See the introduction to Structural Practice for these titles.

3. A copy of all the books and articles in the "List of References for Learning Activities", page 120.

4. Song books.

B. Other materials for instruction and for the learning activities.

1. An instructor's "Learning Package" for each one.

2. A hand mirror for each instructor.

3. A large chart showing the speech organs.

4. Tape recorders.

5. A blank tape for each instructor.

6. Two dolls - a male and a female "adult", for dialogue teaching.

7. Flip charts.

8. Use of the videotape equipment.

9. Various supplies for drawing or making small articles.

10. Imitation money.

11. Used catalogues and a scrap box of empty cigarette packets, match boxes, cartons, etc., etc.

PROPOSAL FOR A PRACTICAL PLACEMENT INSTRUMENT FOR PLACING STUDENTS IN A FLUENCY FIRST COURSE

A. Purpose and nature of the Practical Placement Instrument

1. There are two main decisions to make:

   a. should a student be placed in a Fluency First course at all?

   b. if so, should he be placed at the beginning of Stage I and thus take the full course in easy steps, or should he be placed at the beginning of Stage III, for remedial practice plus work on the more complex structures?

2. Previous efforts at preparing a test have indicated that a carefully controlled error-analysis test is of little practical value for this purpose. Frequently, those who took the test made the same errors whether they seemed to understand and speak a lot of English or only a little.

3. The placement instrument that is now proposed does not seek to analyze errors but to provide enough response from the student to permit judgements to be made concerning his level of comprehending and expressing English orally.

4. Since the real purpose of the proposed interview questions is to stimulate enough responses from the student to provide a basis for making the necessary judgements, the student should not be led to think that he is undergoing a test. The interviewers should create as informal and relaxed a situation as possible.

B. Rating the student's oral English performance

1. The "Oral Rating Form" prepared by the American Language Institute (Georgetown University, Washington, D.C., U.S.A.) contains graded descriptions for different levels of comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech and sentence length. A copy of this "Oral Rating Form" is attached.

   It is proposed that this "Oral Rating Form" be used in the assessment of a student's oral English ability. After an interview with the student the interviewer can check the description that he believes best characterizes the student's level of performance in each category.

2. The chart that follows the "Oral Rating Form" shows how the scores can be used for placement in a Fluency First course.

   It will be noted that judgement must still be exercised in placement. Instructors must consider the significance of a student's rating in each of the five categories as well as his total score. At the two extremes - that is, ratings of 4 and 5 or 0 and 1, and the corresponding total scores - there need be little doubt: a student given a rating of 0 or 1 clearly needs prolonged, graded instruction in oral English, beginning at Stage 1, whereas a student given a rating of 4 or 5 clearly handles English well enough to tackle a literacy course, such as BLADE.

On the other hand, when a student gets a rating of 2 or 3 and a corresponding total score, the instructor must exercise judgement. Certain categories should be given more weight than others. Low ratings in pronunciation and vocabulary, for instance, are not likely to hinder a student either in literacy studies or in Stage III of Fluency First so much as low ratings in comprehension, grammar, and general fluency. If necessary, a student can be given special pronunciation exercises, and BLADE itself provides for both vocabulary development and experience in how to develop one's own vocabulary.

The most crucial guideline will be the rating for grammar, for well developed receptive and productive skills in English structure are essential for getting an education through the medium of English.

ORAL RATING FORM

for

Rating Language Proficiency in Speaking and Understanding English

Name of applicant ..... Date .....

Name of interviewer ..... Place .....

I. COMPREHENSION

5. Understands everything; no adjustments in speed or vocabulary are needed.
4. Understands nearly everything at normal speed, though occasional repetition may be necessary.
3. Understands fairly well at slower-than-normal speed with some repetition.
2. Obviously has trouble understanding; frequent adjustments in speed and vocabulary are necessary.
1. Understands only very general conversational subjects at slow speed with frequent repetitions.
0. Cannot be said to understand even simple conversational English.

II. PRONUNCIATION (including word accent and sentence pitch)

5. Speaks with few (if any) traces of "foreign accent."
4. Pronunciation understandable, but one is always conscious of a definite "accent."
3. "Foreign accent" necessitates concentrated listening and leads to occasional misunderstanding. Words and sentences must sometimes be repeated.
2. Many serious errors in pronunciation (e.g., *still* sounds like ***steel***, *laws* sounds like *loss*), word accent (words are frequently accented on the wrong syllable), and sentence pitch (statements have the "melody" of questions, etc.). Frequent repetitions are required.
1. Very hard to understand because of sound, accent, pitch difficulties.
0. Pronunciation would be virtually unintelligible to "the man in the street."

III. GRAMMAR AND WORD-ORDER

5. Uses English with few (if any) noticeable errors of grammar or word-order.
4. In general uses "good English," but with occasional grammatical or word-order errors which do not, however, obscure meaning (e.g., "I am needing more English," "He gave to me the letter").
3. Meaning occasionally obscured by grammatical and/or word-order errors.
2. Grammatical usage and word-order definitely unsatisfactory; frequently needs to rephrase constructions and/or restricts himself to basic structural patterns (e.g., uses the simple present tense where he should use past or future).
1. Errors of grammar and word-order make comprehension quite difficult.
0. Speech so full of grammatical and word-order errors as to be virtually unintelligible to "the man in the street."

IV. VOCABULARY

5. Use of vocabulary and "idioms" is virtually that of a native speaker of English.

4. Rarely has trouble expressing himself with appropriate vocabulary and "idioms."

3. Sometimes uses inappropriate terms and/or round-about language because of inadequate vocabulary.

2. Frequently uses the wrong words; speech limited to simple vocabulary.

1. Misuse of words and very limited vocabulary make comprehension quite difficult.

0. Vocabulary is inadequate for even the simplest conversation.

V. GENERAL SPEED OF SPEECH AND SENTENCE LENGTH

5. Speech speed and sentence length are those of a native speaker.

4. Speed of speech seems to be slightly affected by language problems.

3. *Both* speed of speech *and* length of utterance are apparently affected by language difficulties and limitations or by native language habits.

2. Speed of speech and length of utterance seem *strongly* affected by language difficulties and limitations or by native language habits

1. Speed of speech and length of utterance are so far from normal as to make conversation quite difficult.

0. Speech is so halting and fragmentary, or affected by native language habits, as to make conversation with "the man in the street" almost impossible.

COMMENTS:

TOTAL RATING (25 possible points)

x 4 (multiply by 4 to convert score to percents)

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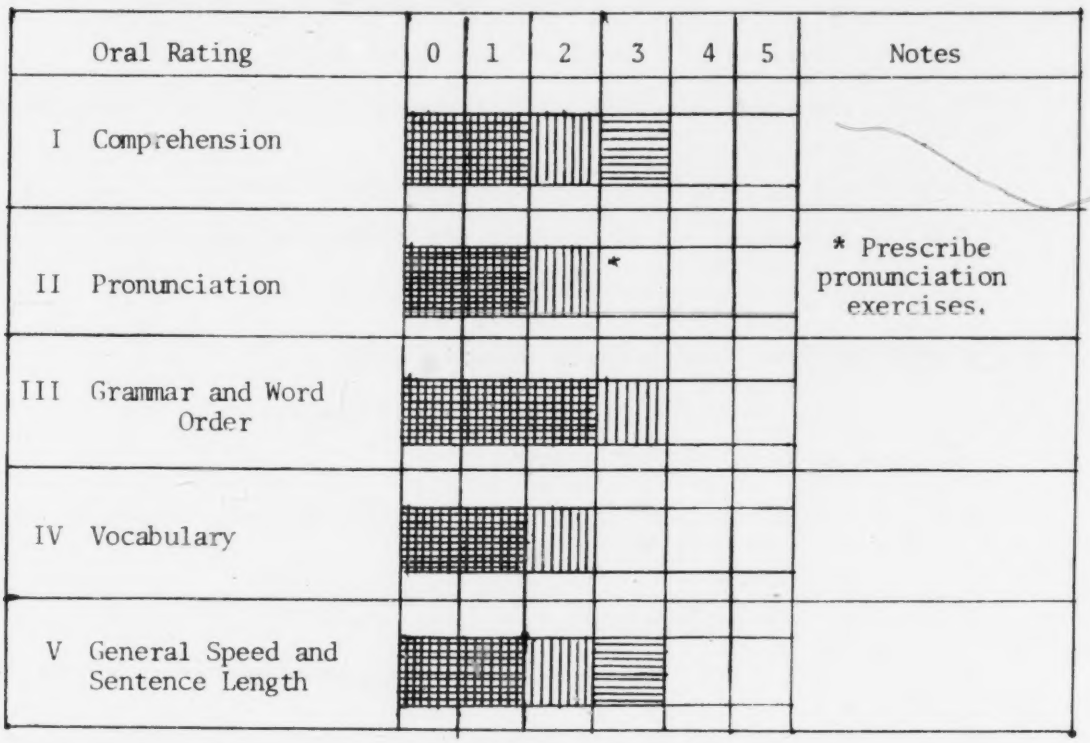
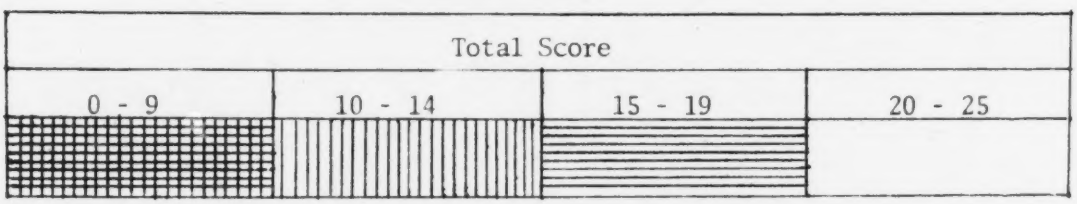
Relationship between the "Oral Rating Form" and Placement in a Fluency First Course





= Fluency First is not needed.

= Fluency First, Stage III, will be beneficial, especially if the Grammar rating is low.

= Fluency First is needed; the student may begin at Stage III; some remedial exercises may also be necessary.

= The student should begin at Stage I of Fluency First.

C. Description of the interview

1. There are three sections in the interview:

   a. personal questions, partly to put the student at his ease, with something he can answer if he knows any English at all, and partly to provide an opportunity to use tenses accurately and answer questions specifically;

   b. direct questions about an interesting "story" picture. The purpose of using a picture next is to have something concrete to talk about. If a student still feels - as some Indian people who have previously been tested seem to feel - that it is ridiculous for an interviewer to ask questions to which he already knows the answer, the interviewer can preface his questions by saying, "Please tell him about this picture", indicating the other interviewer, who is sitting where he cannot see the picture;

   c. one "story" containing five or six sentences, read all at once to the student, who is then asked to tell what happened in the story. The purpose is to assess the student's ability to understand English speech at greater length and produce a general idea of the content, either in his own words or in the words of the story.

      This section (c) is, in fact, crucial to placement, because Stage III students are expected to understand rather lengthy stories quite soon in the course.

2. If a student cannot answer the first three questions in (a), the interviewer should stop section (a) and let the student try the picture-questions in (b). If he cannot answer a "What's this?" question about the picture, the interviewer should stop the interview altogether, thank the student, and excuse him. If possible, he should have someone tell him in his own language that the interview was satisfactory (that is, the student did what he was supposed to do), and that he can now be put into the correct group for good learning.

3. It is suggested that, where possible, two persons act as interviewers, one to ask the questions and the other to sit elsewhere in the room, observe, and make notes. Even then, it may still be difficult to remember details well enough to assess all the different skills fairly, and a tape recording to refer to will be helpful. The actual levels should be agreed on by the interviewers after the student has left.

4. In assessing the student's responses, the interviewers will not penalize short, single-word answers as "wrong", but if a student consistently answers with single words, his level of performance in "Grammar and Word Order" must be considered low.

5. Interviewers should remember that they are making judgements about structure and should pay attention to details of suitable tense, verb endings, plurals, article use, and so on. They should not overlook these as "small mistakes" just because the student understood the general topic of the question. The interviewers must be careful to assess what the student actually says, not what they think he can say.

A. The interview

1. Personal Questions

What's your name, please?

Where do you live?

How long have you lived there (here)?

What kind of work do you do?

What did you eat for (breakfast this morning)? (Another meal and time may be substituted.)

What do you usually eat for dinner?

Why do you want to (be in this course)/(come to this school)?

2. Picture Questions

The picture selected for use is "Inside the Cabin", from Language Arts Wall Charts for Children of Indian Ancestry, obtainable from School Aids and Text Book Publishing Company, Ltd., Regina.

(a) Say either "Let's talk about this picture" or, indicating the other interviewer, "Please tell him about this picture."

(b) What's this? (Point to the radio.)

What's this little girl doing? (Point to the little girl on the bench.)

Where's the calendar?

What kind of shoes are they all wearing?

What has Mother already made for the windows?

What is Father going to make now?

Why do you think the boy is watching Father?

What time of year must it be? Why?

3. Story

Read aloud one of the following stories, once, and then ask, "Please tell me what happened in the story." (Or, "Please tell that other man what happened.")

Do not penalize the student for slips of memory. Prompt with question words, such as "Why?", if necessary, in order to get a student to speak more fully, but do not ask a series of planned questions.

(a) The women in our village make beaded moccasins, but in the past there has been no way to market them. They invited a man from the town, who knows how to manage a handicraft business, to come and look at their work. When he arrived and saw the moccasins, he became very excited. "These are the prettiest ones I've ever seen!" he said. "You can get good prices for work like this."

Expect a mention of - women
- moccasins
- no sales in the past
- business man
- excited; pleased
- pretty work; well done
- good prices

(b) Bill was an old man in our town who had the most terrible house you ever saw. When the wind blew, the door banged open and shut because there was no handle or latch on it. The roof leaked, the walls were cracked, and the windows were broken, but Bill never repaired anything. At last he asked a carpenter to give him an estimate for repairing the house. The carpenter took a quick look and said, "$500."

Expect a mention of - several things wrong
- the reason that the door banged
- Bill made no repairs
- carpenter
- estimate

(c) Last Friday while Jim Peters was cutting trees behind his house, his chain saw slipped and cut his leg severely. His friends carried him to his house and then went to ask the police constable to take Jim to the clinic in the police car. The doctor at the clinic had to put in 23 stitches. He told Jim that his leg would be all right after several weeks. Jim was really a healthy man, but he felt very weak because of losing a lot of blood.

Expect mention of - chain saw
- bad cut
- friends ask police for help
- doctor sewed cut
- all right after a few weeks
- weak because of blood loss